DOCUMENT RESUME

ED 224 241 EC 150 625

TITLE	Directory and Abstracts for Deans' Grant Projects, 1981-82. Training Programs for Educators to Accommodate Handicapped Children in Regular Class Settings.
INSTITUTION	Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	82
NOTE	288p.; For related documents, see EC 150 621-626.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Colleges; *Disabilities; Federal Programs; *Mainstreaming; *Program Descriptions; *Teacher Education; Universities
IDENTIFIERS	Deans Grants Program

ABSTRACT

The document contains abstracts of over 100 Dean's Grants Projects, federally supported programs designed to prepare regular education teachers to work with mainstreamed handicapped students. Projects are grouped alphabetically by state and the abstracts provide information on project title, principal investigator(s) sponsoring unit, year of operation, dean's name, staff members involved, identifying data, project goals, plans for reaching goals, products, and other relevant information. A list of products and availability information is also organized by state in the appendix. (CL)

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DIRECTORY AND ABSTRACTS FOR DEANS' GRANT PROJECTS

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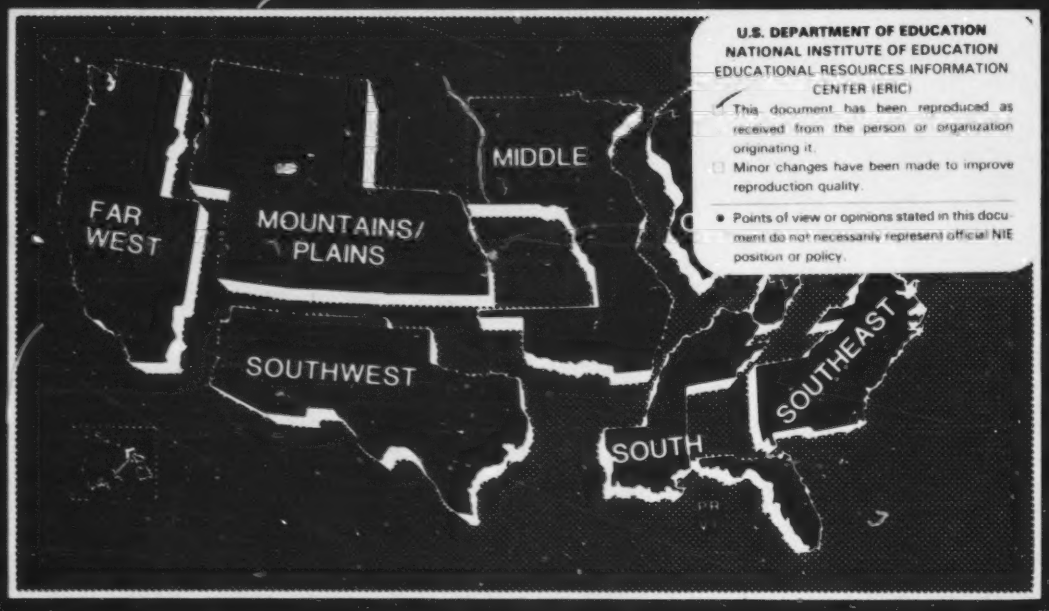

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Program supported through the Office of Special Education, Department of Education

2

Minneapolis, Minnesota

1982

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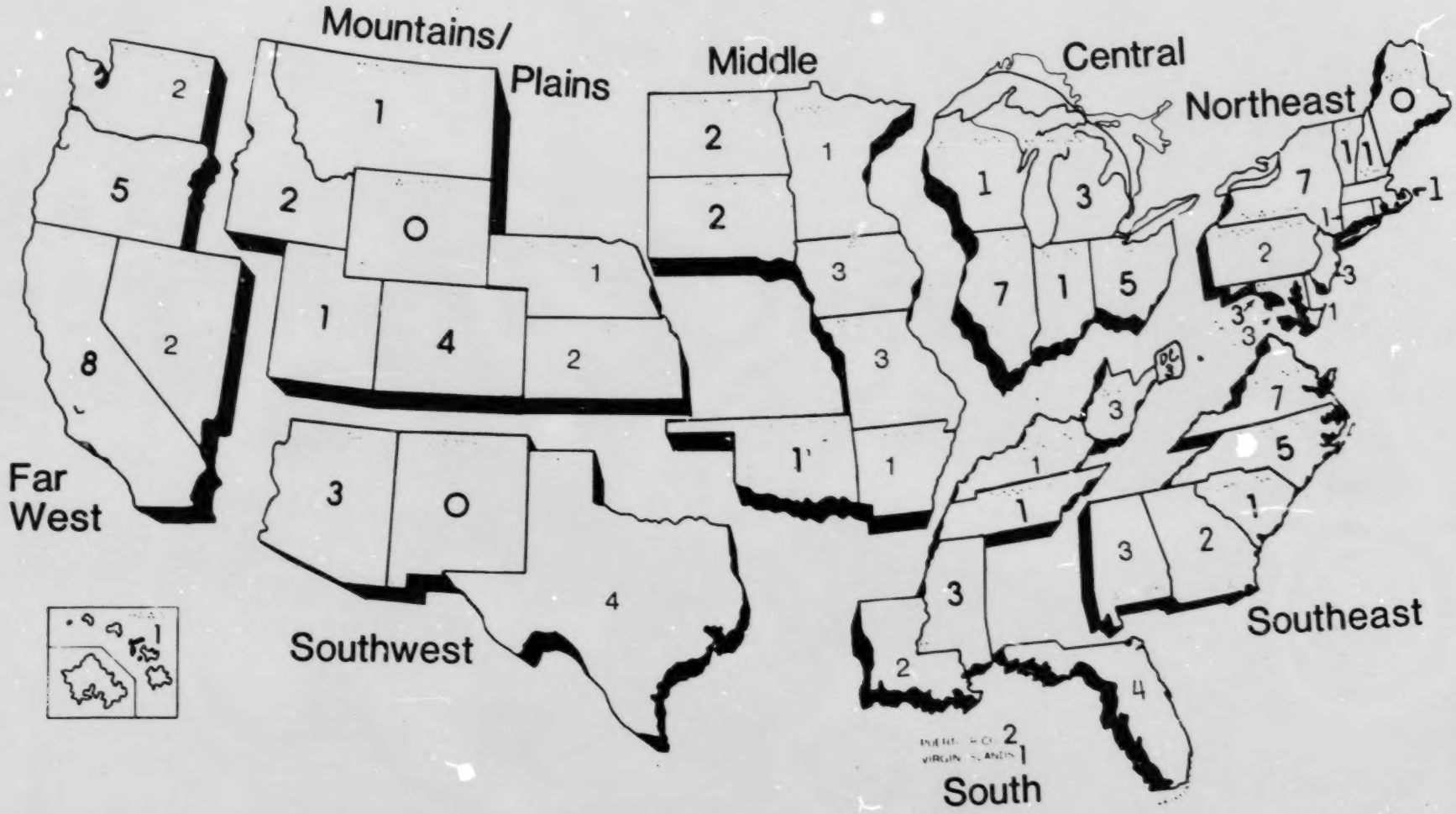

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Natl. Alliance of Black
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Gayle Gear
Birmingham, AL

1 Auburn University
Jack Blackburn
Auburn, AL

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Robert Stout
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2 Northern Arizona University
Howard Roberts
Flagstaff, AZ

2 University of Arizona
F. Robert Paulsen
Tucson, AZ

ARKANSAS

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Paul Weller
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Arley L. Howsden
Chico, CA

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Homer M. Johnson
Fresno, CA

2 California State University/Hayward
James Walker
Hayward, CA

5 California State University/Northridge
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2 University of the Pacific
Oscar T. Jarvis
Stockton, CA

2 University of San Diego
Edward F. DeRoche
San Diego

2 San Jose State University
F. T. Villemain
San Jose, CA

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5 Colorado State University
William H. Johnson
Fort Collins, CO

3 University of Colorado/Boulder
Richard Turner
Boulder, CO

2 University of Colorado/Colorado Springs
Jack E. Sherman
Colorado Springs, CO

2 Fort Lewis College
Donald F. Whalen
Durango, CO

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DELAWARE

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Frank Murray
Newark, DE

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Diane Merchant
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2 Amn. Society of Allied Health Professions
Carolyn M. Del Polito
Washington, DC

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Raymond J. Steimel
Washington, DC

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Barbara L. Smith
Washington, DC

3 Howard University
Willie T. Howard
Washington, DC

3 Natl. Alliance of Black School Educators
Margaret Smith
Washington, DC

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Calvin C. Miller
Orlando, FL

1 Florida A & M University
Joseph Martin
Tallahassee, FL

6 University of Florida
David C. Smith
Gainesville, FL

University of Florida
Bert L. Sharp
Gainesville, FL

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Barbara Hatton
Atlanta, GA

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Anne Flowers
Statesboro, GA

3 North Georgia College
Christopher S. Sharp
Dahlonega, GA

HAWAII

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Andrew In
Honolulu, HI

IDAHO

5 Idaho State University
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Pocatello, ID

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Everett Samuelson
Moscow, ID

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James Mullendore
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2 Associated Colleges of Central Kansas
Richard Ferrin/Dee Vogt
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KENTUCKY

2 Western Kentucky University
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Burnett Joiner
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Westfield State College
John F. Nevins, Vice President
Dept. of Education
Westfield, MA

Michigan State University
Keith Goldhammer, Dean
School of Education
East Lansing, MI

University of Minnesota
William Gardner, Dean
College of Education
Minneapolis, MN

FORMER SEP DEAN'S PROJECTS

Moorhead State University
Catherine M. Warrick, Dean
School of Education
Moorhead, MN

Winona State University
Wesley Matson
College of Education
Winona, MN

Univ. of Southern Mississippi
Bobby Anderson, Dean
College of Education and
Psychology
Hattiesburg, MS

Univ. of Missouri/St. Louis
William L. Franzen
School of Education
St. Louis, MO

St. Louis University
Rolando Bonachea, Dean
College of Arts & Sciences
St. Louis, MO

Southwest Missouri State Univ.
Patrick O. Copley
College of Education
Springfield, MO

Eastern Montana College
Benedict Surwill, Dean
School of Education
Billings, MT

University of Nebraska/Omaha
Donald Myers, Dean
College of Education
Omaha, NE

Rutgers College
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Bank Street College of Education
Gordon J. Klopf, Provost
New York, NY

CUNY/York College
Wallace K. Schoenberg, Dean
Div. of Educational Services
Jamaica, NY

Fordham University at Lincoln Center
Anthony Mottola, Dean
School of Education
New York, NY

Hunter College
Hugh J. Scott, Dean
Div. of Programs in Education
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New York University
Daniel E. Griffiths, Dean
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New York, NY

SUNY/Binghamton
John A. Granito, Dean
Center for Professional Education
Binghamton, NY

SUNY/Brockport
Andrew D. Virgilio, Dean
Faculty of Social Professions
Brockport, NY

SUNY/Potsdam
George Jeffers, Dean
School of Professional Studies
Potsdam, NY

Syracuse University
Burton Blatt, Dean
School of Education
Syracuse, NY

Barber-Scotia College
Talat Sultan
College of Education
Concord, NC

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Durham, NC

University of North Carolina

School of Education
Chapel Hill, NC

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Education and Psychology Div.
Minot, ND

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Kenneth H. Barker, Dean
College of Education
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University of Cincinnati
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Case Western Reserve University
Sanford Reichart
Department of Education
Cleveland, OH

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Arts and Sciences
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University of Puerto Rico
Jose R. Gonzalez, Dean
College of Health Related Professions
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George Peabody College for Teachers/
Vanderbilt University
Hardy C. Wilcoxon
Department of Teaching & Learning
Nashville, TN

Memphis State University
Robert L. Saunders, Dean
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Kenneth Frasure, Dean
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University of Tennessee
William Coffield, Dean
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University of Tennessee/Chattanooga
Roy Stinnett, Dean
School of Education
Chattanooga, TN

University of Houston
William Georgiades, Dean
College of Education
Houston, TX

Prairie View A & M University
Waymon T. Webster, Dean
College of Education
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FORMER SEP DEAN'S PROJECTS

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Langston Kerr, Dean
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Nacogdoches, TX

Texas Southern University
J. B. Jones, Dean
School of Education
Houston, TX

Texas Tech University
Robert H. Anderson, Dean
College of Education
Lubbock, TX

University of Texas/Austin
Lorrin Kennamer, Dean
School of Education
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University of Texas
Norma G. Hernandez
College of Education
El Paso, TX

Texas Woman's University
Marilyn Hinson
College of Health, Physical
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Old Dominion University
Ulysses Van Spiva, Dean
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Virginia Union University
James S. Norman, Director
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William Shreeve
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Cheney, WA

Washington State University
George B. Brain, Dean
College of Education
Pullman, WA

Whitworth College
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University of Wisconsin/Milwaukee
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University of Wisconsin/Oshkosh
William Leffin, Dean
College of Letters and Science
and
Robert Pickering
College of Education & Human Services
Oshkosh, WI

University of Wisconsin/Whitewater
Lewis Stoneking
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DEAN'S GRANT PROJECTS

ABSTRACTS AND DIRECTORY

1981-82

ALABAMA AGRICULTURAL AND MECHNICAL UNIVERSITY

Project Title: Dean's Grant Project for Mainstreaming

Principal Investigator(s): Dr. Barbara Anthony, Acting Dean/Dr. Bess Parks, Proj. Admin.

Sponsoring Unit: School of Education

Year of Operation
3rd Funding Period
Year 1

Identifying Data

Alabama A & M University is an historic black institution enrolling approximately 5,500 students. The four institutions involved in the cooperative outreach program of this Dean's Grant are smaller historically black colleges in northern and central Alabama. They are Talladega College, Miles College, Oakwood College, and Stillman College. Most do not have a department of special education.

Project Goals

The goals of this project are as follows: The faculties of the cooperating institutions will acquire a working knowledge of federal and state legislation, and appropriate special education terminology and procedures. A communications network among the institutions will be established and maintained. A Resource Guide will be prepared and disseminated.

Plans for Reaching Goals

Strategies for first-year implementation include informal visits and consultations to assess individual needs in order to plan relevant activities and materials for meeting the assessed needs; formal consultation and workshops; a cooperative conference; the development of the resource guide. The second year will emphasize the use of acquired knowledge as a basis for curriculum revision. Specific topic areas for the acquisition of new skills and information will be diagnosed and implemented.

Products

An annotated resource guide will be ready to share in the spring of 1980. A copy of the guide will be sent to the ERIC system and to the NSSP office in Minneapolis.

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

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UNIVERSITY OF ALABAMA - BIRMINGHAM

Project Title: Interrelated Teacher Education Project

Principal Investigator(s): Gayle H. Gear

Sponsoring Unit: School of Education

Year of Operation
3rd Funding Period
Year 1

Identifying Data

UAB was created by action of the Board of Trustees in 1966 and was accredited as an independent educational institution in 1970 by the Southern Association of Colleges and Schools. It consists of a Medical Center, University College, and Graduate School. Enrollment is about 15,000. The UAB campus is being expanded to a 60-square block or 241-acre area. The University College consists of six schools: Business, Education, Engineering, Humanities, Natural Sciences and Mathematics, and Social and Behavioral Sciences. The School of Education houses a special education department and the Interrelated Teacher Education Project (ITEP).

Project Goals

ITEP is a resource for prospective and inservice classroom teachers who wish to enhance their skills in teaching children with special learning needs. Through ITEP, the following opportunities are provided:

1. Personalized media-based courses in special education.
2. Seminars on current teacher concerns.
3. Demonstrations of assessment and teaching techniques.
4. Field experiences to observe exemplary teaching practices.
5. Consultive assistance in the preparation of projects, papers, or class presentations.

Plans for Reaching Goals

The ITEP Centre, located in the School of Education, maintains an extensive instructional and media library on diverse topics related to the education of handicapped children. These instructional resources include films, videotapes, slide/cassette programs, simulations, journals, and books. Informational leaflets are available in multiple copies for classroom or school presentations. An annotated bibliography of all materials is available in the Centre.

Products

Five booklets in the series, "Kids Come in Special Flavors," attack the problems of identification, assessment, curricular and environmental changes, program changes, and resource materials for children with emotional problems, mental retardation, learning disability, visual impairment, and giftedness. The series is available from

Kids Come in Special Flavors Co.
Box 526 - Forest Park Station
Dayton, OH 45405

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AUBURN UNIVERSITY

Project Title: Pre-service Education for Elementary and Secondary Education

Principal Investigator(s): Dr. Jack E. Blackburn, Dean

Sponsoring Unit: School of Education

Year of Operation
2nd Funding Period
Year 1

Identifying Data

Auburn University is the largest (in terms of student enrollment) university in Alabama. It is a comprehensive, public land-grant institution enrolling about 18,300 students on its main campus in Auburn and 5,000 students at its branch campus in Montgomery. The University offers a range of degree programs at all levels (i.e., through the doctorate). The faculty and curricula are organized into 11 schools, including a School of Education. The School of Education enrolls about 2,500 students in its 9 teacher-education programs and includes a department of Rehabilitation and Special Education (RSE). RSE comprises 14 academic faculty members and about 360 students.

Project Goals

1. To provide pre-service education students (in the areas of Elementary and Secondary Education) with knowledge and skills necessary for the successful integration of handicapped children into the regular education program of the public schools.
2. To orient regular education faculty (i.e., IHE faculty) members to the nature, needs, and classroom management of exceptional children.

Plans for Reaching Goals

1. Provision of didactic and laboratory experiences which are woven into the fabric of the existing teacher-education program at Auburn University. School-wide "CORE" courses,methods and materials, and internship courses will be primary targets for change.
2. Provision of IHE departmental inservice programs for faculty members in elementary, secondary, and related departments which are designed to address development/maintenance of facilitating attitudes toward handicapped children and youth, and methods and materials for successful integration of these children into regular public school programs.

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ARIZONA STATE UNIVERSITY

Project Title: PRIME (Preservice Innovations in Mainstream Education)

Principal Investigator(s): Robert Stout, Dean
Dr. Patricia Kennedy

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Established in 1885, Arizona State University is located near Phoenix. Over the years, ASU has grown into a major, comprehensive state university encompassing 11 colleges. The University enrolls 38,000 academic-year students and has a full- and part-time faculty totaling 2,300. The College of Education's 3,000 graduate students are enrolled in various programs leading to the Ph.D., M.C., M.A., and M.Ed. degrees. Undergraduates may enroll in programs leading to degrees and certification in elementary education, secondary education, educational foundations, reading education, multicultural education, bilingual education, Indian education, higher and adult education, counselor education, educational administration and supervision, educational technology, library science, educational media, and special education with concentrations in gifted children, multicultural exceptional children, mildly handicapped children, and severely/multiply handicapped children.

Project Goals

The Dean's Grant Project and Arizona State University, PRIME, comprises faculty development and program development activities necessary for carrying out an innovative, integrated teacher-education program. The major program goal is the graduation in May 1983 of students who have attained competencies in mainstream education through participation in the Model Program, and who are prepared for placement in elementary or secondary classrooms.

Implicit in the attainment of the major project outcome are these seven objectives: (a) development of a comprehensive system of resource support; (b) conduct of faculty development activities designed to enhance knowledge of the intent and application of P.L. 94-142 and to facilitate active participation by faculty members in mainstream activities; (c) identification of faculty members and students who will participate in Learning Cluster Teams; (d) development and institution of the teacher-preparation program bases on the Learning Cluster concept; (e) documentation of the change process; (f) assessment and evaluation of the effects of the change process; and (g) dissemination of project information and products.

Plans for Reaching Goals

The PRIME Project is intended to include three phases: faculty and program development (Year 1); program implementation and pre-service training activities (Years 2 and 3); and program follow-up and continued resource support to trainees inservice (Year 4 and beyond, subsidized totally by state funds). The project also includes sytematic documentation, evaluation, and dissemination of program processes and products in order to promote institutionalization and export of those program elements that contribute to the attainment of major program goals.

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Year 1, the faculty and program development phase, was completed during the 1980-81 school year. Although most teacher-educators participated in the faculty-development activities and all are receiving mainstreaming information for infusion, intensive training was provided to teams of faculty members selected for the Learning Clusters. This training included team building, group process, field placement, field training, and collaborative research and development with special educators. Also, student members of the Learning Cluster were recruited.

During Year 2 (1981-1982), the model teacher-preparation program, which is based on a cross-disciplinary integrated model that infuses mainstream education principles, is being carried out with College of Education juniors and faculty members who have worked intensively with Dean's Grant staff. The basic format for their training will be Learning Clusters; teams of 20-30 students and 4 faculty members form regular and special education and related support services. Program graduates are expected to act as a cadre of change agents who have acquired skills in collaborative planning, problem solving, and decision making for meeting the needs of mainstreamed, handicapped students who may come from a bilingual, multicultural background. Also, faculty development activities will continue with all other College of Education faculty members in order to infuse appropriate knowledge, skills, and attitudes into the regular education curriculum. Extensive field-based experiences in mainstream classrooms will continue for students and faculty members.

Year 3 (1982-1983) will see the continuation of the model teacher-preparation program. In May 1983 students who have attained competencies in mainstream education will graduate from the program. As in the previous two years, faculty development activities will continue. Institutionalization of infused mainstreaming competencies into the reorganized teacher-preparation program will ensure the permanence of the project's results.

NORTHERN ARIZONA UNIVERSITY

Project Title: "Regular Education Application to Children who are Handicapped" (REACH)

Principal Investigator(s): Dr. Howard Roberts, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Northern Arizona University is a state-supported multipurpose institution located in Flagstaff, Arizona. The University offers programs through Schools of Forestry and Applied Sciences; Colleges of Arts and Science, Business Administration, Creative Arts, Education, Engineering and Technology, Public and Environmental Service; and the Graduate School. The University is fully accredited by the North Central Association of Colleges and Schools and its professional programs are accredited by the appropriate national commissions and boards. Curently, the University is authorized to offer 29 degrees at the undergraduate and graduate levels. Current enrollment is about 550.

Project Goals

To assist faculty members of the College of Education to develop and carry out a planned process for restructuring elements of pre-service training within and across the following educational programs: bilingual/multicultural, counselor, community college, early childhood, administration, elementary, health-physical-recreation, secondary, and school psychology. The primary goal is to infuse the competencies to mainstream handicapped persons in all professional educational personnel-preparation programs.

Plans for Reaching Goals

1. To develop support in the College of Education for a program to prepare all prospective teachers for roles of shared responsibility in the education of handicapped children. This objective will be achieved by reinforcing the positive attitudes toward such a program already existing among faculty members and addressing their specific concerns with such a program.
2. To identify the "mainstreaming" skills that are appropriate for entry-level teacher-education graduates from Northern Arizona University.
3. To develop and carry out a plan to increase faculty awareness through inservice training related to Project REACH.
4. To study teacher-education programs in and out of the College of Education and to prepare a plan of program and course modification to foster "mainstreaming" adjustments.
5. To effect course changes, curricular modifications, and administrative innovations relating to "mainstreaming" in and out of the College of Education.
6. To assist the Office of Special Education planning and conduct higher education "mainstreaming" research.

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7. To assess the effectiveness of the Project's activities in fulfilling the general goals and objectives of the Dean's Grant Project REACH.

8. To provide leadership throughout Northern Arizona University's sphere of influence through the dissemination of the project's programs and findings.

Project activities are projected for two major 3-year cycles over a 6-year period. Year 1 (1980-81) is characterized by orientation and planning. During Year 2 (1981-82), curricula modification as detailed by a curricula plan will begin in the Department of Curriculum and Instruction. Year 3 (1982-83) will emphasize expanded curricula modification in the Department of Curriculum and Instruction with extension into other departments in the College of Education. During 1983-86, curricula innovations will be completed in the College of Education and allied programs throughout Northern Arizona University.

UNIVERSITY OF ARIZONA

Project Title: Project MAINSTREAM

Principal Investigator(s): Dr. F. Robert Paulsen, Dean
Dr. Mary Jeanne Munroe, Director

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of Arizona is a state institution with enrollment exceeding 30,000 students. The College of Education comprises 11 departments and divisions with over 200 faculty members. The educational units include Business and Career Education, Counseling and Guidance, Educational Psychology, Elementary Education, Foundations and Administration, Graduate Library School, Higher Education, Reading, Rehabilitation, Secondary Education and Special Education. The Department of Special Education has distinguished personnel that include Dr. Samuel Kirk, Dr. James Chalfant, and Dr. Jeanne McCarthy. Special Services Division of Rehabilitation serves handicapped students on the University of Arizona campus. Dr. Kent Kloepping is director of this program.

Project Goals

Project MAINSTREAM offers a comprehensive approach to the integration of special and career education principles and concepts with pre-service teacher and administrator preparation programs. This program is based on the following premise:

1. A basic set of skills is needed by all educators to deal with student variability in any classroom.
2. These skills include a concept base, a mental set, and basic teaching-learning principles.

Specific objectives include the following:

1. College of Education faculty members in pre-service programs for teachers and administrators will increase their awareness of the implications of least restrictive learning environments for all students and their impact on preparation programs.
2. Teachers and administrators are given a comprehensive pre-service preparation designed to effectively accommodate the social, emotional, and educational needs of all students in regular classrooms.
3. Teachers and administrators will perceive that the interdisciplinary approach is helpful to the improvement of their professional performances and more confidently integrate special and career education principles and concepts into pre-service programs.

Plans for Reaching Goals

Year 1: Awareness activities focused on faculty involvement through (a) faculty seminars; (b) faculty workshops; (c) joint conferences with public school personnel, parents of handicapped and service agencies; (d) collaborative activities with Northern Arizona State University; (e) class visitations and presentations; (f) development of resource materials, staffing simulation, reference library; (g) coordination of community activities and organizations with Project staff; (h) establish three committees

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to guide program; (i) conduct workshop emphasizing effective teaching styles in integrated classrooms; and (j) preview and development of relevant media materials.

Year 2: Curriculum study to address modification is facilitated by: (a) the establishment of an interdepartmental committee to coordinate curriculum study; (b) development of guidelines for primary placement and instructional materials for native American and Mexican-American handicapped; (c) survey and analysis of teacher- and administration-preparation rpograms; (d) clarification of identified teacher competencies and area of curricular infusion; (e) sponsoring conferences for university faculty, public school teachers and administrators, parents of handicapped and non-handicapped students, focusing on strategies for implementation; (f) organizing a colloquium series emphasizing the writing of the I.E.P; and (g) development of alternative instructional modes.

Year 3: Curriculum change will be carried out and documented using (a) a pilot test of alternative instructional mode; (b) pre/post evaluation on specific content and format; (c) Stages of Concern Questionnaire with College of Education faculty; (d) dissemination of materials for cross-validations on evaluation; (e) collaborative activities with Arizona State University and Northern Arizona University; and (f) compilation of syllabi to document content infusion.

Products

Printed materials: Public Law 94-142; Glossary; Annotated Bibliography; Classroom Awareness Activities; Media; and Staffing Simulation.

Workshop format emphasizing effective teacher behaviors in mainstream classrooms.

UNIVERSITY OF ARKANSAS

Project Title: Dean's Grant

Principal Investigator(s): Fred J. Vescolani, Dean

Sponsoring Unit: College of Education

Year of Operation
2nd Funding Period
Year 1

Identifying Data

The University of Arkansas is a state institution enrolling 15,000 students; it is the largest campus in the state. The College of Education has 120 faculty members and programs in all aspects of teacher education. It is the only College of Education in the state to award the doctoral degree. A special education faculty has been very active over the last five years securing extra-mural funding, conducting research, publishing articles and books, and providing service to the state and region.

Project Goals

To develop, field test, evaluate, and incorporate instructional materials in pre-service programs of teacher training to develop competent teachers who can provide instruction for handicapped students in regular classrooms.

Plans for Reaching Goals

1. To develop and carry out an inservice training program for faculty members in the College of Education which will culminate in the inclusion of training activities in the methods courses that are designed to develop the competencies required by the regular educators who participate in mainstream education.
2. To develop a data bank and an access system through which faculty members may acquire and incorporate knowledge of related and support services for handicapped students into the pre-service program of the College of Education so that graduates will have a resource for information on the special problems of handicapped students.
3. To develop and project a management system to insure that objectives are met.

Products

Not available until 1982-83.

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CALIFORNIA STATE POLYTECHNIC UNIVERSITY

Project Title: Project MASH (Multidisciplinary Approach to Serving the Handicapped

Principal Investigator(s): Dr. Paul F. Weller, Vice President for Academic Affairs

Sponsoring Unit: Kellogg Unit Foundation, Inc. Year of Operation: 1st Funding Period, Year 2

Identifying Data

California State Polytechnic University-Pomona (Cal Poly Pomona) is a 1,200 acre rural university in the Pomona-Walnut Valley less than one hour from metropolitan Los Angeles. It is an independent state university specializing in career-oriented professional and liberal education that prepares its students in a variety of disciplines. Cal Poly has special responsibility as a polytechnic institution whereby it is authorized to emphasize the fields of Agriculture, Business Administration, Engineering, Environmental Design, and other occupational and professional fields. The educational programs at Cal Poly include 58 undergraduate and 14 graduate programs enrolling over 15,000 students who are instructed by over 700 faculty members. Degrees and teaching credential programs are offered by the university in the School of Agriculture, School of Arts, School of Business Administration, School of Engineering, School of Environmental Design, School of Science, and Teacher Preparation Center. The lack of a department of special education has placed Cal Poly at a severe disadvantage in that, up to now, there has been no catalytic agent to promote an awareness of the importance of renegotiating Cal Poly's obligations to handicapped populations. With the external assistance of the Dean's Grant, the university is attempting to respond to such obligations.

Project Goals

In acknowledgement and support of P.L. 94-142, the overall purpose of Project MASH is to contribute positively to the development and lifestyle of handicapped individuals by improving this university's personnel preparation across several disciplines (i.e., School of Agriculture, Arts, Business Administration, Engineering, Environmental Design, Science).

Although many benefits may be derived from this project, the project has three major purposes:

1. To increase the awareness and sensitivity of university faculty members from the various disciplines to the needs of handicapped individuals.
2. To expand the knowledge and enhance the skills and competencies of university faculty members from the various disciplines to serve handicapped populations.
3. To assist university faculty members to upgrade their present curricula to reflect a concern for handicapped individuals.

Plans for Reaching Goals

The following objectives are to be achieved during the three-year project:

1. To identify and develop a university-wide planning strategy committee to assure continuous and collaborative planning and execution.
2. To gather information to assist project staff to provide direction to sequent efforts by means of faculty needs and interest assessments and community field surveys.
3. To initiate ongoing faculty orientation programs to generate awareness of and sensitivity toward handicapped individuals among university faculty members.

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4. To initiate faculty participation programs to assure the broadest base.
5. To initiate ongoing faculty training programs to further faculty members' knowledge and skills related to exceptionality as it pertains to their respective disciplines.
6. To follow curricular modification procedures so that information related to handicapped populations will be incorporated into traditional coursework in each discipline.

A stairstep approach will be used to carry out curriculum renewal over the three-year period.

Products

The media package will consist of a monograph describing an Entire University Revision Process; Step-by-Step Approach, and a 30-minute Awareness Presentation to be used as an initial orientation to expose all departments to Project MASH and sensitize them to the needs of handicapped individuals.

CALIFORNIA STATE UNIVERSITY - CHICO

Project Title:

Principal Investigator(s): Arley L. Howsden, Dean

Sponsoring Unit: School of Education and Physical Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

California State University at Chico is a public institution enrolling 13,500 students on a multipurpose campus. The Department of Education, in the School of Education and Physical Education, has an enrollment of 515 (FTE) students and a faculty of 55 of whom 8 are in Speech Pathology and function almost as a separate department. Three faculty members are assigned to Special Education. The Department of Education offers basic credentials programs for single-subject and multiple-subject candidates, specialist credentials programs, and M.A. programs for graduate students.

Project Goals

To integrate the 11 CSPD competencies with the standard credentials programs so that every graduate will have them and regular education faculty members will teach them. We want, also, to develop in the faculty such a familiarity with mainstreaming that it is, in fact, simply another aspect of teacher education that they include simply as a matter of course.

Plans for Reaching Goals

Our strategy for reaching our goals is to accept that many competencies already are taught, and to document where they are taught in the standard program and by whom, and then to provide consultation and materials and encouragement for including whatever is not now being done. Our tactics are

1. survey awareness and willingness among faculty and students in past year;
2. document what is being done in second year;
3. make resources available to center groups and individual faculty in second year;
4. refine techniques in third year; and
5. assess status of integration in third year.

Products

In process of development is a tape-slide presentation of California requirements in Special Education and Mainstreaming.

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CALIFORNIA STATE UNIVERSITY - FRESNO

Project Title: Comprehensive Infusion of Education for Exceptional Children into Teacher and Administrative Credential Programs

Principal Investigator(s): Homer Johnson, Dean

Sponsoring Unit: School of Education and Human Development

Year of Operation
1st Funding Period
Year 2

Identifying Data

California State University, Fresno, is a public institution with 14,000 students located in the center of central California's San Joaquin Valley. The School of Education and Human Development has 45 faculty members offering credentials in elementary and secondary education, early childhood education, bilingual education, special education, reading, counseling, and administration.

In addition to meeting the legal requirements of P.L. 94-142 and the new California State Master Plan for Special Education, the School of Education and Human Development is responsible for doing its part to maximize the learning possibilities of all pupils in public schools. It must take a strong leadership position in the educational profession to see that our teacher candidates are aware of and responsive to the needs of all students. Thus, the programs, courses, and faculty in the School of Education must be aware of and responsible to special students as they are mainstreamed into regular programs. Provision of the least restrictive learning environment must become the way of life in public education, and the School of Education and Human Development is an essential starting point in the process.

Project Goals

The major focus of this project during Year I was on faculty awareness of the education of children with exceptional needs. In Year II, the thrust was toward a basic revision of the teacher-preparation program to integrate the educational needs of exceptional children into the total curriculum, including psychological and sociological foundations, teaching methods, and student teaching. Year III will be used to assess the effect of our efforts.

Plans for Reaching Goals

1. Faculty awareness workshops will be conducted by school resource teachers, parents, and special education consultants.
2. Curriculum revision and faculty field observation, in cooperation with area school districts, are planned.

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CALIFORNIA STATE UNIVERSITY - HAYWARD

Project Title: Handicapped Personnel Preparation Program

Principal Investigator(s): Dr. James Walker, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

California State University, Hayward (CSUH) is the only campus of the California State University and College system located in the East Bay Area of the San Francisco region. As such, it serves a population of almost 1.7 million and enrolls more than 10,000 students who major in more than 45 different academic fields at the bachelor or master level. CSUH has a roster of 494 full-time faculty members, 87 of whom are in the School of Education. The School of Education comprises five separate departments: (a) Recreation and Leisure Studies, (b) School Administration and Supervision, (c) Teacher Education, (d) Kinesiology and Physical Education, and (e) Educational Psychology.

The Department of Teacher Education offers four possible course arrangements and one variant: the Single Subject Credential for post-baccalaureate candidates, the Multiple Subjects Credential for post-baccalaureate candidates, the Undergraduate Program for Multiple Subjects or Single Subject Credential candidates, the Middle School Program for Multiple Subjects and/or Single Subject Credential candidates, and the variant program, which is the Bilingual Emphasis, Multiple Subjects Credential.

The Educational Psychology Department comprises five instructional service areas: Educational Psychology, School/Community Counseling, Clinical Counseling, School Psychology, and Special Education. This department offers graduate training geared toward professional personnel preparation. Generally, the University enjoys tremendous field-training opportunities in education by virtue of a varied range of communities in its service area and a well-established communication network between the University and the Community.

Project Goals

CSUH proposes to support mainstreaming practices by providing for faculty development and reconceptualizing the teacher-education program. The distinct feature of the proposal is its emphasis on skill development for both faculty members and students. We firmly believe that significant change can occur only if the faculty is provided with the specific skill training that is needed to meet the needs of exceptional children.

The Project Model is conceptually divided into four phases incorporating a number of goal areas. Although the four are generally discussed independently of each other, the strength of the Project lies in the assumption that the four-phase model is a continuous process of change and growth. Each phase positively reinforces successful completion of each subsequent phase.

Phase I. Emphasis on providing positive attitudes and skill development to School of Education faculty members with regard to the needs of exceptional children in mainstreamed classrooms. In addition, a Mainstreaming Resource Center will be developed for both faculty members and students.

Phase II. Emphasis on the further skill training of faculty members and a thorough examination of special education and regular education curricula, including the development of an interdisciplinary model integrating special education components into regular education teacher-training programs.

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Phase III. Adopting curriculum modifications that will be conducive to successful mainstreaming practices (in accordance with the model developed in Phase II). Such modifications will include (a) providing pre-service students with various opportunities to increase their understanding of exceptional children, P.L. 94-142, California Master Plan, and related principles of mainstreaming; (b) providing pre-service students with specific skill training that will increase their competencies to effectively meet the needs of exceptional children in mainstream classrooms; and (c) providing inservice training to regular education teachers using the materials, activities, and modules developed by the Project.

Phase IV. Using both internal and external evaluators, formative evaluation by the project staff will facilitate the process of positive change and summative evaluation by the Mainstreaming Advisory Committee evaluating the effect of the project. Furthermore, a discrepancy evaluation of intended and actual outcomes will provide feedback and help to clarify the intent of the project. Throughout this phase, some emphasis will be placed on the dissemination of information related to the development of the Project (e.g., materials developed, curriculum modification, course outlines, etc.). Such information will be available to national, state, and local institutions and agencies, as well as the general public.

Many of the activities promoted through this project extend far beyond the needs of handicapped persons in terms of potential significance. Changes in educational practice facilitated by this Dean's Grant will enhance the nature of teacher-preparation programs for all students at the pre-service level and, ultimately, will affect the quality of education provided all children and youth in the schools.

CALIFORNIA STATE UNIVERSITY - NORTHRIDGE

Project Title: Staff Development Preservice

Principal Investigator(s): Dr. Anthony C. LaBue

Sponsoring Unit: School of Education

Year of Operation
2nd Funding Period
Year 2

Identifying Data

California State University, Northridge, with an enrollment of approximately 28,000 students, is located in the San Fernando Valley near the center of Los Angeles County. Faculty members at the University number 978, with 92 in the School of Education of whom 16 are in the Department of Special Education. About 500 Regular Education Teaching Credentials and 125 Special Education Specialist Credentials are awarded each year. An addition 125 students complete programs in Early Childhood, Pupil Personnel Services, School Administration, Counseling, School Psychology, and Bilingual-Bicultural Education each academic year.

Project Goals

This Dean's Project continues its dual focus: (a) staff development of the university faculty and (b) revision of pre-service programs for teachers, counselors, school psychologists, and administrators so that graduates will be competent to serve the needs of exceptional children who are mainstreamed.

Plans for Reaching Goals

During the third year of the project, faculty members in the School of Education and twelve departments in other schools of the university offering pre-service coursework will be affected by this program. Staff development opportunities are offered at three levels of involvement: general information, skill-attitude workshops, and intensive. Paralleling these activities will be the work of Program Development Teams which are comprised of representatives of the curriculum departments offering pre-service preparation coursework. Members of these teams will work with their department committees on course and program revisions which are consistent with project objectives.

Fieldwork sites, where pre-service candidates complete student teaching, supervised counseling, and administrative internships also will be affected by this project. Master teachers, counselors, and administrators from mainstreamed settings will be invited to participate in the staff-development activities of this project so that the fieldwork required by pre-service programs will occur in settings where the supervisors can contribute to the mainstreaming competencies and understandings of the students.

Products

By the end of the third project year, four kinds of products will be available to share: new course outlines in the School of Education, Departments of Art Education, Chicano Studies, Child Development, Communicative Disorders, English, Health Science, Home Economics, Mathematics, Music, Psychology, Physical Education, and Recreation; instructional materials for use in these courses; staff development materials; and needs assessment procedures and instruments.

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UNIVERSITY OF THE PACIFIC

Project Title: Dean's Grant Program to Enhance Skills of Teacher Educators Toward Modification of Pre- and Inservice Programs to Facilitate Mainstreaming Handicapped Children

Principal Investigator(s): Dean Oscar T. Jarvis, Director
Dr. Shirley M. Jennings, Associate Director

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of the Pacific is California's first institution of higher education; it was chartered in 1851. The years since World War II have seen a rapid expansion of the University. The University is composed of two liberal arts colleges: The College of the Pacific and one cluster college (Covell College, a Spanish-speaking liberal arts college), seven professional schools, and the Graduate School. The University's total enrollment presently is about 6,000 students. The faculty of the School of Education number 36, 30 full-time and 6 part-time professors. Professional preparation programs in the School are approved by three accrediting agencies: Western Association of Colleges and Schools, California Commission for Teacher Preparation and Licensing, and the National Council for the Accreditation of Teacher Education. Reciprocity of credentials arrangements with about 30 other states result from accreditation with the latter two accrediting agencies. The degrees offered by the School of Education include two ABs, three MAs, one sixth-year degree, and the D.Ed.

The credential programs into which special education content will be integrated includes basic credentials (multiple subject and single subject); special education; bilingual/cross-cultural (languages in Spanish, Chinese, Tagalog); reading; early childhood education; pupil personnel services (counseling); school psychology; and administrative services.

Project Goals

Year I. Awareness.

1. Pretesting, refinement, and administration of questionnaires to faculty members and conducting semi-structured research interviews with faculty members to ascertain field-based needs assessment of those in the regular education preparation program relative to providing services to exceptional learners being mainstreamed.
2. Analysis of all data so collected and preparation of a formal report.
3. Development of a formative set of measurable program objectives based upon the findings of the field and faculty needs assessment.
4. New or updated skills, attitudes, and information related to the needs of exceptional learners in mainstreaming which should be acquired by School of Education faculty.
5. Conducting a staff-development program for University faculty members who provide pre-service and inservice preparation programs to regular education credential candidates. Staff-development materials, a tangible product of this activity, will be made available for the future training of University personnel.

Year II. Development.

1. The identification, development, or modification of exemplary, existing, pre-service and inservice components leading to the mastery of objectives specified for pre-service and inservice preparation programs.
2. Development of all curricular and evaluation materials necessary to the pre-service and inservice preparation programs, including modification of courses, development of instructional materials, and development of evaluation instruments for each course and specified competency.

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3. Piloting of selected components of the developed pre-service and inservice preparation programs with a small sample of regular classroom K-12 credential candidates, as well as inservice programs, using informative evaluation instruments developed for the summer school and fall of 1983.
4. Continuation of Objective 3 from Year I.

Year III: Implementation.

1. Modification of materials and instruments based upon formative evaluation of pilot procedures and completion of all work on courses, materials, and evaluation instruments.
2. Advanced needs assessment to determine additional faculty needs emerging from operation of pilot programs.
3. Analysis of data collected from the advanced needs assessment and determination of additional staff-development objectives.
4. Modification of staff-development program to meet additional objectives. Provision of further staff-development materials relative to the discovered needs and new objectives.
5. Analysis of all formative and summative evaluation data collected during the entire project, and implementation of additional modifications of pre-service and inservice programs.
6. Packaging all summative evaluation procedures and instruments including sample-selection procedures, structured interview format, mailed questionnaire, observational checklist, program graduate questionnaire, and supervisor rating scales.
7. To plan summative evaluation procedures, using faculty and students of the pre-service and inservice programs.

Plans for Reaching Goals

Year I. Awareness. Includes (a) faculty and programmatic needs assessment, (b) faculty seminars, (c) utilization of consultants, (d) site visits, and (e) workshops.

Year II. Development. Includes preparation of curricula for all eight credential programs in Bachelors through Doctoral degrees.

Year III. Implementation. Includes pilot testing of selected curricula in each of eight credential programs, Bachelors through Doctoral degrees.

Each year includes evaluation, reconceptualization, and revision. The following 3-year cycle will involve institutionalization.

Products

1. Faculty questionnaires.
2. Workshop materials developed for faculty inservice.
3. 4-week unit plan developed for faculty inservice.
4. Formative statement of generic and specific goals for eight program areas.
5. Evaluation models for both (a) basic programs, and (b) advanced programs.
6. First-year discrepancy model of evaluation.

UNIVERSITY OF SAN DIEGO

Project Title: Training Regular Education Faculty, Counselors, Administrators, and Other Leaders for Meeting Needs of Mainstreaming Exceptional Learners: Redesigning Teacher Education and Pre-Service Graduate Education Programs

Principal Investigator(s): Dr. Edward F. DeRoche, Dean

Sponsoring Unit: School of Education

Year of Operation
2nd Funding Period
Year 1

Identifying Data

The University of San Diego is a private, co-educational Roman Catholic institution. Since 1972, it has been owned and managed by an independent ecumenical Board of Trustees. Today, the University includes the College of Arts and Sciences and four professional schools: Business Administration, Education, Law, and Nursing. The total enrollment exceeds 4,000.

The central focus of programs in Education is the preparation of qualified professional personnel in various areas. This objective is achieved by providing a sequential program that includes field and laboratory experiences. Low student/faculty ratios allow greater personal attention and instructor accessibility.

The School of Education offers undergraduate courses designed to meet the credential requirements of the State of California for the Multiple Subject and Single Subject credentials. These courses are also applicable to credential programs in many other states. Four degrees are granted in the Graduate Division of the School of Education: M.A., M.E., M.A.Teaching, and D.E. Graduate students may choose either a generic program of coursework across the broad spectrum of professional education or a specialized program in Bilingual/Cross-Cultural Education, Counselor Education, Curriculum and Instruction, Educational Psychology, Master of Arts in Teaching, Special Education, or Educational Administration. Additionally, an undergraduate program and a sequential program leading to an M.Ed. in Special Education are offered.

The Special Education faculty includes 3 full-time and 7 part-time professionals. An additional 217 faculty members, administrative personnel, and students are affected by Dean's Grant activities.

Project Goals

The project has two major goals: (a) to design and carry out a planning model for the pre-service training of regular educators, nonteaching school personnel, and doctoral students training for leadership positions to help them become more aware of and to develop competencies for meeting the needs of exceptional learners; (b) to design and carry out a planning model for improving course content, strategies, instructional materials, and other resources that are specific to the education of handicapped students in teacher-preparation programs and pre-service graduate programs but that impact on the education of all children.

From these two overall goals, four specific goals have been identified:

1. To provide training to increase competencies of faculty members in the undergraduate teacher-education program and the graduate pre-service programs through the integration of training strategies related to the education of handicapped children.
2. To redesign the existing teacher-education program by preparing our training audience to meet the needs of exceptional and all learners through curriculum and instruction modification.

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3. To develop and implement a training program to insure the competencies of the training audience in the knowledge of instructional techniques that can be used in the education of handicapped as well as all children.

4. To facilitate and assess changes in the attitudes and behaviors of the training audience toward the education of handicapped children in the direction of increased understanding, ability, and interest in working with mainstreamed children and other exceptional learners.

Plans for Reaching Goals

During Year I, project staff members pursued these goals through the following:

1. A series of small-group and individual meetings.
2. Faculty participation in three workshops/brown bags.
3. Reading lists, class handouts, simulation activities.
4. Guest speakers in Regular Education and School of Nursing classes.
5. Consultation.
6. Faculty participation in initial needs-assessment activities (including use of Rucker-Gable Scale).
7. Presentations at regional conferences of professional organizations.
8. Faculty participation in USD conferences for parents and community educators.
9. All-University faculty participation in professional training meetings, e.g., State CED, Devereaux Workshop, symposia developed by California Department of Special Education, and programs developed by San Diego City and County School Districts.
10. Two newsletters.
11. Purchase of various print and media materials.
12. Acquisition of resource materials from other Dean's Grants and commercial sources.
13. Compilation of a Handbook for Education Faculty that includes simulation activities, media and bibliographic sources, class hand-out materials, and other appropriate resources.

These and other activities will continue to be pursued and expanded during Years II and III to develop new attitudes, skills, and information for reconceptualizing and reconstructing the existing teacher-education and pre-service graduate programs. Other schools also will be included in Grant activities. The evaluation design is based upon the Discrepancy Evaluation Model to determine which goals and objectives have been accomplished.

SAN JOSE STATE UNIVERSITY

Project Title:

Principal Investigator(s): Dr. F. T. Villemain, Dean
Dr. Allen Friebel, Director

Sponsoring Unit: School of Education

Year of Operation
1st funding period
Year 2

Identifying Data

San Jose State University, located at San Jose, California, in the south San Francisco Bay Area, is the third largest campus of the California State University and College System. It has an enrollment of almost 27,000 students. The University is authorized to grant 74 baccalaureate and 58 master's degrees.

The School of Education has credential programs in elementary, secondary, counselor, administration, bilingual, and special education. In 1978-79 about 1,500 credentials were granted to candidates in the School. The faculty of the School of Education consists of 80 members distributed among the various departments. A strong Department of Special Education, consisting of 35 faculty members, provides an excellent resource for the project.

Project Goals

The principal objective is to design, conduct, and evaluate a curriculum for the pre-service training of professional personnel to work with mainstreamed handicapped children. The focus will be on elementary and secondary teachers, counselors, and administrators. Development will occur in three phases; each will have primary focus.

Phase I. Faculty Awareness: To facilitate and assess change in attitudes, knowledge, and behaviors of pre-service faculty members toward the education of handicapped children in the direction of increased understanding, ability, and interest in working with mainstreamed handicapped children.

Phase II. Student Program Planning: To analyze and revise existing programs and resources to better prepare professional personnel to work with mainstreamed handicapped children.

Phase III. Field Trial Evaluation of Student Program: To conduct field trials and evaluations of revised programs, including elements in foundations of education, methods, instructional media and materials, student practicum, and student competency evaluations.

Plans for Reaching Goals

Year I. Faculty Awareness. A number of faculty awareness activities were conducted, including speakers and the discussions and distribution of media and print resources. A special committee of faculty members was formed to address the competencies needed in basic teacher-education candidates. The project staff worked intensively with this committee.

A pilot committee of faculty members who had expressed an interest in the topic of mainstreaming or who were assigned to teach the one course on the topic were called together. Project objectives were shared and several plans were developed for the year:

1. continued work with the core faculty identified based on interest in discussing needs and problems of the School in relation to mainstreaming;
2. assessment of future inservice needs of the core group, specific inservice to be designed for this group;
3. materials to promote faculty awareness to be collected and a faculty reserve reading shelf be established in the Learning Resources Laboratory of the School of Education;

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4. a faculty-wide inservice session be planned with national speakers from other institutions to share the project's experiences;
5. a "mainstreaming" fair be developed for involved faculty, students, and handicapped individuals;
6. specific bibliography be developed, listing resources at the University and in cooperating school districts, and distributed to faculty members;
7. specific media materials be identified and distributed to faculty members;
8. sites for servicing handicapped children in the region be identified and lists distributed to faculty members; and
9. a newsletter be issued monthly to faculty members giving background and information on mainstreaming inservice opportunities and activities of the core group of faculty members.

Products

A mainstreaming resources bibliography: it includes books and printed, media, and curriculum materials that are available from the San Jose State Learning Resources Laboratory, the San Jose State Library, the Santa Clara County Media Center, the Santa Clara County Center for Educational Improvement, and the San Jose Unified School District.

COLORADO STATE UNIVERSITY

Project Title: Infusing Competencies for Teaching the Handicapped in the Regular Classroom into the Secondary Teacher Education Program

Principal Investigator(s): William H. Johnson, Dean

Sponsoring Unit: College of Professional Studies

Year of Operation
2nd Funding Period
Year 2

Identifying Data

Colorado State University was founded in 1870 as a land-grant institution. Currently it has an enrollment of about 21,200 with about 1,130 faculty members. The University is divided into nine colleges. The College of Professional Studies, which sponsors the Dean's Grant Project, is composed of the Departments of Communication Disorders, Education, Industrial Sciences, Physical Education, Social Work, and Vocational Education. The primary responsibility of the College is teacher preparation.

Project Goals

The ultimate benefactors of this project are handicapped students in junior and senior high schools. Thus, the 6 project goals focus on providing appropriate educational opportunities to these youth.

1. Assure that teacher educators have the knowledge, skills, and attitudes necessary to educate regular secondary classroom teachers to work effectively with handicapped students in regular secondary classrooms.
2. Increase faculty awareness of and commitment to the need for incorporating the concepts of the least restrictive environment and individual education program planning for handicapped pupils into the existing curriculum of the secondary teacher-preparation program.
3. Assure that graduates of teacher-preparation programs have the skills and sensitivities to provide education in the least restrictive environment for junior and senior high school students.
4. Broaden the scope and enhance the quality of career opportunities for junior and senior high school handicapped students.
5. Assist in assuring that handicapped students have the opportunity to be taught by teachers with the training and sensitivity to develop individual education programs (IEPs) to meet their special needs.
6. Assist in assuring that handicapped junior and senior high school students have access to a free, appropriate education to enable them to realize their full productive potentials and personal satisfaction.

Plans for Reaching Goals

The project is designed to actively involve College and departmental leadership to ensure institutionalization of a new conceptual model of secondary teacher preparation. The model specifically addresses the need to prepare teachers to educate handicapped pupils in regular classrooms by the infusion of new concepts into the present framework, rather than the development of new courses.

The project's direction and curriculum products are firmly based on both formative and summative evaluation. Evaluation is the key to establishing base data, monitoring progress toward instituting new concepts, evaluating the impact on practices of teacher-education graduates, and ultimately evaluating the impact on handicapped children in the secondary classroom.

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The project is divided into seven subcomponents: (a) resource and content development, (b) staff development, (c) curriculum analysis and development, (d) outreach, (e) project management, (f) evaluation, and (g) dissemination. All the subcomponents are interrelated and interdependent. Each subcomponent has specific objectives with supporting activities.

First Period: Year 1 - Awareness building, resource development and staff development.
Year 2 - Enhance faculty competencies, initiate curriculum analysis, and initiate curriculum development.

Second Period: Year 1 - Complete curriculum analysis and expand curriculum development.
Year 2 - Expand curriculum development and initial dissemination.
Year 3 - Complete curriculum development and complete dissemination.

Products

An outline of competencies for working with handicapped students and related behavioral objectives has been developed. In addition, various curriculum analysis and development products have been achieved while additional curriculum development products are underway. A catalog of the products is being prepared and will be available in 1982.

UNIVERSITY OF COLORADO - BOULDER

Project Title: Dean's Project on Children with Special Needs

Principal Investigator(s): Dean Richard Turner and Dr. Terry L. West

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of Colorado is comprised of four campuses: the main campus at Boulder, the Denver Campus, the Colorado Springs campus, and the Medical Center in Denver. Enrollment within the system is limited by the legislature to 35,000 students for all campuses with approximately 20,000 at Boulder. The School of Education is one of 16 schools and colleges in the University, with the following 5 major divisions: Administration, Supervision, and Curriculum Development; Instruction and Curriculum in the Content Areas; Social, Multicultural, and Bilingual Foundations; Research and Evaluation Methodology; Educational Psychological Studies. The Educational Psychological Studies Department includes 5 concentrations: Exceptional Children; School Psychology; Educational Psychology; Guidance and Counseling; Educational Technology. There are approximately 40 faculty in the School of Education, of whom 12 are in the Educational Psychological Studies Department. In 1978-79, the School of Education granted 90 B.S., 113 Master's, 14 Ed.S., 12 Ed.D., and 38 Ph.D. degrees.

Project Goals

The goal of the Dean's Grant at the University of Colorado is to prepare regular education personnel to meet the special needs of children in the least restrictive and most appropriate settings.

The target population includes School of Education faculty, other units in the university, elementary and secondary pre-service students in their junior and senior years and their supervising teachers, and special education M.A. candidates.

Plans for Reaching Goals

Previous efforts of the School of Education have emphasized (a) preparation of the internal training context through the professional development of faculty, (b) development of a pre-service course and field experience for pre-certified elementary education students, and (c) parallel coursework and experiences for secondary pre-service students.

These activities will be continued but with expanded emphasis on (a) the development of a self-maintaining change process through supplementation of the existing pre-service elementary and secondary coursework, (b) modification of pre-service field experiences through cooperative inservice with school districts for classroom teachers who supervise our trainees, and (c) increased emphasis on secondary education with particular attention to individualization and the IEP process, awareness, and use of supportive personnel, vocational preparation of children with special needs, and needs and rights of parents.

Work currently is underway in the development of a computer-assisted Individualized Training Plans goal-setting procedure which models the IEP process in the training program. National, state, and local dissemination are planned.

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UNIVERSITY OF COLORADO/COLORADO SPRINGS

Project Title: Project "Impact" (Interpreting Mainstreaming Practices and Curriculum for Training)

Principal Investigator(s): Dr. Jack Sherman

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of Colorado at Colorado Springs, located on a 400-acre campus, was started with a gift of 80 acres from the Cragmor Foundation. Opened to classes in September 1965, the campus is administered by a chancellor of the University. Offerings and standards are closely coordinated with those of the academic departments in Boulder. The state university has a College of Letters, Arts and Sciences, College of Engineering and Applied Science, College of Business and Administration, Graduate School of Business Administration, School of Education, Graduate School, and the Graduate School of Public Affairs. The university has a faculty of 285. Classes are scheduled throughout the day and evening hours to accommodate a growing number of full-time students who combine study with either full- or part-time employment. 85% are employed. Most students are residents of El Paso County. The University of Colorado at Colorado Springs is fully accredited by the North Central Association of Colleges and Secondary Schools. UCCS operates a year-round instructional program: a fall semester of 16 weeks, a spring semester of 17 weeks, and a summer session of 8 weeks. With a faculty of 25 (14 full-time and 11 honorary members), the School of Education is able to offer both pre-service and graduate programs. Graduate degrees in special education are offered through the Department of Special Education.

The Project

Project Impact (Interpreting Mainstreaming Practices and Curriculum for Training) serves eight institutions of higher education in southeastern Colorado: The Colorado College, Lamar Community College, Otero Junior College, Pikes Peak Community College, Trainidad State Junior College, The University of Colorado at Colorado Springs, The University of Southern Colorado, and the United States Air Force Academy. The project assesses the instructional contact of pre-service courses and identifies areas for improvement/revision to better meet the needs of the handicapped population. Project "Impact" also disseminates information on methods and materials for use in diagnosing and instructing persons with handicaps. Among the tools used to facilitate the process of dissemination are a set of color videocassette modules that increase awareness of the needs of handicapped persons and develop skills in diagnosing learning problems and modifying instruction accordingly. Other media materials are a resource set of slide-presentations informing institutions about the community and state-wide resources available to serve handicapped students and a bibliography of materials relating to the diagnosis and treatment of various handicapping conditions. The project also brings together participating agencies to communicate regularly on issues such as assessment, diagnosis, and curricular adaptations for handicapped persons. Finally, the project facilitates interaction among regular educators, handicapped persons and their parents, and special educators to produce more positive attitudes.

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Products

IMPACT newsletters (including quick diagnostic hints, resources for print, and film media), Video Tapes on the network process, learning disabilities (two more to be developed), Filmstrip/slide media on resources and facilities in Colorado for the Handicapped population, TV documentary.

Other Relevant Information

Project IMPACT is a process-oriented rather than product-oriented project. Any products will be in response to the network of faculty members on the eight participating campuses and the unique needs of their schools.

FORT LEWIS COLLEGE

Project Title:

Principal Investigator(s): Donald F. Whalen, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Located at the confluence of many cultures in the Four Corners Area of Utah, Colorado, New Mexico, and Arizona, Fort Lewis College is a coeducational state-supported institution offering a broad spectrum of liberal-arts-based programs in three schools: Arts and Sciences, Business, and Education. Enrollment in Fall 1981 was 3,300; faculty members number 150 college-wide.

The School of Education consists of three academic departments: Teacher Education, Physical Education, and Psychology. Both elementary and secondary programs are offered in regular teacher certification; the elementary program constitutes a major degree. Both levels include a state-required special education survey course, "Teaching the Handicapped in the Regular Classroom." The faculty participating in this project include members of the Teacher Education Department and 20 members from Psychology and Arts and Sciences who work with the teacher-education program.

Project Goals

The overall purpose of this project is to reconceptualize the pre-service regular education personnel preparation programs (elementary and secondary) to make them responsive to the concepts incorporated in P.L. 94-142 for all handicapped students in the least restrictive environment.

Curriculum Objective: To determine pre-service educational competencies for meeting the individual needs of handicapped children in regular classrooms for infusion into the regular teacher-education program.

1.1 To determine competencies.
1.2 To determine discrepancies in identified competencies and in the present teacher-education program.
1.3 To determine the educational/training requirements: determine where in the teacher-education program infusion of the newly identified competencies should occur.
1.4 Determine who (which faculty member) is responsible for teaching/developing the competencies.
1.5 Determine what additional training and education faculty members may need to successfully infuse the competencies into the curriculum.
1.6 Define instructional needs into specific, behaviorally stated objectives.
1.7 Devise evaluation methods for each competency.
1.8 Field-test the modules developed for teacher competency.

Plans for Reaching Goals

Phase I: The primary focus will be faculty development or "awareness" with regard to the overall objective of infusing special education concepts into the regular program (objectives 1.1-1.4). Related first-year goals for faculty development, curriculum, collaborative planning in the community, management, and dissemination have been designed to accomplish that objective. Primary activities for reaching this objective include faculty

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visits to model schools where mainstreaming has been identified as successful, working seminar-luncheons, independent readings, meetings with consultants, and a faculty retreat to include this phase.

Phase II: The competencies identified at the conclusion of Phase I will be developed. Related activities in faculty development, management, and dissemination will continue as on-going aspects of the total project. Specifically, modules will be designed for infusion into the regular program (objectives 1.5-1.7); some courses will be added to reinforce the infusion approach; and faculty members will develop "special" products on an independent basis.

Phase III: The third year will focus on carrying out and revising the modules developed in Phase II, based on evaluation. A comprehensive evaluation of the project influence will include follow-up of "tracked" teacher candidates beginning with Phase I, pretesting, and concluding with posttesting at the conclusion of their training in our program, and the state-initiated first and third-year follow-up of program graduates. Other evaluation measures will be determined for in-project effect.

UNIVERSITY OF CONNECTICUT

Project Title: Staff Development of Pre-Service Regular and Special Education Faculty Members and Training of Pre-Service Elementary and Secondary Teachers to Become More Effective Teachers of Handicapped Students in the Regular Classroom

Principal Investigator(s): Dr. Mark R. Shibles, Dean
Dr. Clarence R. Calder, Jr., Assoc. Project Director

Sponsoring Unit: School of Education

Year of Operation
3rd Funding Period
Year 1

Identifying Data

The University of Connecticut is a state institution with an enrollment of about 17,000 students. The School of Education has 81 faculty members who are distributed among the six departments: (a) Administration, (b) Higher, Technical, and Adult Education, (c) Curriculum and Instruction, (d) Educational Psychology (Division of Special Education), (e) Educational Studies and Instructional Media, and (f) Sports and Leisure Studies.

The project consists of two components: The first relates to the training of pre-service regular and special education faculty members and the second, to the training of undergraduate education majors. Both components are concerned with changing attitudes toward and increasing competencies for the education of handicapped learners in regular classroom environments.

The project provides an alternative and/or corollary to the comprehensive, on-going, inservice and retraining of regular educators. This is accomplished by retraining pre-service faculty members and providing direct services to pre-service students through seminars, workshops, and lectures. Pre-service students will be exposed to a teacher-training program that will specifically incorporate, within its broader framework, special concepts and skills needed by regular teachers in serving mainstreamed exceptional students.

The competencies addressed by the pre-service program fall within the following 10 clusters: Curriculum, Teaching Basic Skills, Class Management, Professional Consultation and Communications, Teacher-Student Relationships, Student-Student Relationships, Exceptional Conditions, Referral, Individualized Teaching, and Professional Values.

An Internal Advisory Committee composed of Department Heads and Program Coordinators provides counsel on the integration of information and experiences into the pre-service program. The External Advisory Committee, composed of pre-service students, State Department personnel, classroom teachers (special and regular education), and parents, provides clarification and direction.

Project Goals

The purpose of the Dean's Grant is to produce significant change in the structure of pre-service education so that regular educators will be provided with necessary competencies for appropriately serving handicapped students in the least restrictive environment. The major goals of the project are to:

1. implement a faculty development model with regular and special education staff in the School of Education, encouraging the fusion of special education components into pre-service courses;
2. provide pre-service students with a variety of opportunities (self-instructional modules, field experiences in regular and special education classrooms, and a fusion of special education components into regular education courses) to become aware of the mandates of Public Law 94-142 and to develop competencies needed for the successful teaching of handicapped learners in regular classrooms;

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3. to increase the competencies of special education pre-service faculty members in regular education; and

4. to increase the competencies of regular pre-service faculty members in the education of mildly handicapped students who are educated in regular classrooms.

Plans for Reaching Goals

The method used to bring about changes in attitudes and develop the competencies of pre-service regular and special education faculty members will be a series of individual and/or small-group meetings and faculty participation in seminars and workshops. Individuals from the Division of Special Education, Project staff, parents, and classroom teachers will be used as resource people for seminars, workshops, and presentations in the various methods courses. A special education faculty member also will act as a consultant/teacher to a specific pre-service faculty member with regard to the characteristics and educational needs of handicapped learners.

Content and educational experiences for all pre-service students will be provided through the fusion of the 10 clusters (described earlier) into existing program components. Existing methods courses and field experiences as well as the structure of the Pre-Service Teacher Preparation Program will be revised rather than more courses added. It is anticipated that the present course structure will be modified and a modular system that uses Learning Activity Kits will be introduced. Training also will be accomplished through the use of outstanding field experiences for both pre-service faculty members and students.

Project Evaluation

Evaluation, consisting of three phases, will be based on the discrepancy model. The evaluation will be used to determine whether program objectives and the expected project benefits have been realized.

1. A Pre-Service Program Assessment Instrument will collect data from recent graduates concerning their competencies to teach handicapped learners in the regular classroom. Baseline data has been collected from graduates of 1976, 1977, 1978, and 1979.

2. A Module Evaluation Checklist will evaluate students' reactions to six Learning Activity Kits and a written test will be given to determine their knowledge and understanding of the presented information.

3. A Faculty Rating Instrument will evaluate the pre-service staffs' reaction to project intervention and impact.

4. All project activities will be recorded, including special lectures by the project staff and others to pre-service students and faculty members attending one of the workshops, seminars, and/or methods classes.

5. An Observation Outline will document practicum and field experiences, and project implementation will be documented through Program Flow Charts.

UNIVERSITY OF DELAWARE

Project Title: Regular Education Pre-Service Dean's Grant

Principal Investigator(s): Frank B. Murray, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

The University of Delaware is a coeducational, state-assisted, land-grant University. Undergraduate enrollment is maintained between 12,000 and 13,000. Graduate enrollment totals 2,000 students. About 4,000 students are enrolled in undergraduate and graduate studies through the Division of Continuing Education.

The College of Education is composed of two departments: Educational Development and Educational Studies. Emphasis within the College is on interdisciplinary scholarship, research, and development activities related to the current educational problems facing educational leaders. The College employs 35 full-time faculty members, 5 of which are in special education; currently, undergraduate enrollment in the College is 467.

Project Goals

The Dean's Grant will assist in the further implementation of the new program in Elementary Teacher Education (ETE). Prior to the development of this new program, the College offered three undergraduate majors leading to certification in working with elementary-age children: elementary general (ELG), special education (ELS), and primary/kindergarten (PKE). Under the new ETE program, pre-service training in these three majors will be integrated into a single program that prepares teachers to meet the educational needs of all children in the elementary grades. The program faculty seeks to prepare a relatively small number of high-quality teachers (about 100 per year) to earn certification in Delaware and the 32 other states that accept Delaware certification in regular and special education, grades K-8.

Although some institutional planning for this program revision has already occurred, it has resulted largely in "paper" changes in program requirements. Dean's Grant support will facilitate genuine faculty development activities, additional program planning, curriculum revision, development of field experiences (Year 1) and, finally, full implementation of the new teacher-education program (Year 2) to insure that we have done more than rearrange our existing courses.

Plans for Reaching Goals

During the first year of the Dean's Grant, project activities will stress (a) staff development, (b) curriculum revision, and (c) selection of new curriculum materials. In staff development, for example, faculty knowledge regarding the intent and application of Public Law 94-142 will be enhanced by a speaker series and by information and educational materials available from previous Deans' Grants. In curriculum revision, the planned ETE program will be assessed in terms of the "clusters of capabilities" which are judged by deans and directors of BEH Deans' Grants to be essential to the effective preparation of

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teachers of "mainstreamed" classrooms (A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education). Faculty members also will prepare to implement curriculum revisions and select sites for new practicum experiences. Finally, with respect to curriculum materials, a resource library related to mainstreaming will be established with the College Resource Center and guidelines for ETE program field experiences will be developed. The second year of the Dean's Grant project will be devoted to carrying out the program.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Project Title:

Principal Investigator(s): Dr. David Imig
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Sponsoring Unit:

Year of Operation
2nd Funding Period
Year 1

Identifying Data

The American Association of Colleges for Teacher Education (AACTE) is a national voluntary organization of teacher education institutions. Its membership consists of about 780 colleges and universities that prepare 90-95% of all new education personnel annually. Its structure includes 43 state associations and 54 state and territorial leaders in teacher education which are organized through the Advisory Council of State Representatives.

Project Goals

1. To help institutionalize change in teacher education by assisting member institutions in responding to new standards of the National Council for the Accreditation of Teacher Education (NCATE). The new standard relates to the preparation of all educators to contribute to the education of exceptional students.
2. To explore trends and issues in the area of certification of school personnel in response to Public Law 94-142, program-approval standards, and personnel preparation for educating disabled persons in diverse settings and from bilingual/bicultural backgrounds.
3. To assist AACTE State Association Presidents and Liaison Representatives in leadership roles relating to project goals within their respective state organizations.

Plans for Reaching Goals

Project activities will take place within a one-year time period.

1. A resource document to assist teacher-education programs to respond to the new NCATE standard will be developed and disseminated.
2. Four regional workshops, including one session at the AACTE Annual Meeting, will be held in the spring of 1982 to train AACTE member colleges and universities in the implementation of the accreditation standard.
3. Data will be gathered and three papers will be commissioned on certification of school personnel in response to P.L. 94-142, program-approval standards, and personnel preparation for educating disabled persons in diverse settings and from bilingual/bicultural backgrounds.
4. A major national training conference using the products developed through the project will be held in the spring of 1982 to assist AACTE State Association Presidents and Liaison Representatives in their leadership roles in the education of handicapped students within their respective states.

Products

1. The Preparation of Education Professionals for Educating Exceptional Students: A Resource for Responding to New NCATE Standards (tentative title)
2. Three papers as described in 3. (preceding section), Plans for Reaching Goals.

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AMERICAN SOCIETY OF ALLIED HEALTH PROFESSIONS

Project Title: Allied Health Child-Find and Advocacy Project

Principal Investigator(s): Dr. Carolyn M. Del Polito

Sponsoring Unit: Department of Education, OSERS

Year of Operation
1st Funding Period
Year 2

Identifying Data

The American Society of Allied Health Professions (ASAHP) is a national, nonprofit, scientific, and professional organization formed to serve the needs of Allied Health educators, practitioners, professional institutions and organizations, and other persons and organizations seriously interested in improving health care and health-care education. The ultimate goal of ASAHP is the best possible training and use of all Allied Health professionals. As a means to that goal, the Society provides a forum in which Allied Health educators and practitioners, educational and clinical institutions, and professional associations can address and act on mutual concerns. Established in 1967, ASAHP now serves and represents 22 professional organizations, 310,000 professionals in related services, and 990 educational programs of Allied Health (graduating about 36,000 professionals each year).

Project Goals

The challenge of the Allied Health Child-Find and Advocacy Project has been to design curricular, instructional strategies, and advocacy models that will encourage all Allied Health professionals to become active advocates for the rights and needs of disabled youngsters and their families. More specifically, the goals of the project are as follows:

1. To prepare Allied Health professionals for their roles and responsibilities in identifying, referring, and advocating of children and youth with handicapping conditions who are not receiving appropriate educational and related services.
2. To prepare chief administrators of allied Health schools and training programs for their roles and responsibilities as change agents in developing needed curricular and training programs to appropriately prepare related health services professionals for their roles and responsibilities in the identification, referral, and advocacy of children and youth with handicapping conditions.
3. To create essential linkages among the Allied Health, Education, and Health Communities to facilitate joint understandings, relationships, and initiatives in the identification, referral, and advocacy of children and youth with handicapping conditions.

Plans for Reaching Goals

Specific components of the project include the conduct of workshops and conferences for three separate audiences, targeted for their unique potentials in effecting change in the roles Allied Health professions play in the implementation of P.L. 94-142. The activities include:

1. regional workshops designed for a cadre of 50 experienced Allied Health professionals in each of the 10 Department of Education Regions (7 completed by June 1982; the remaining 3 by June 1983);
2. workshops for national Allied Health professional organizations as a part of their annual conferences (7 completed by June 1982); and
3. invitational conferences for chief administrators of schools and programs of Allied Health, Education, and Pediatric and Family Practice Medicine (first planned for March 25-26, 1982, in Washington, D.C.).

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Each workshop and conference will be designed to enhance the participants' recognition, knowledge, and acceptance of their roles and responsibilities in identifying and referring handicapped children and youth as they help to implement P.L. 94-142, advocating for the rights of handicapped children and youth, and integrating and coordinating their efforts with those of other health and education professionals.

Products

1. Alliances in Advocacy for Disabled Children and Youth: Resource Manual. Carolyn M. Del Polito, Ph.D. (Editor). The materials contained in the Resource Manual reflect the workshop curriculum developed to prepare Allied Health professionals for leadership roles related to identifying, referring, and advocating for disabled children and youth.
2. Paper presented at the AERA Convention: "The Allied Health and Child-Find Project: Application of Diffusion and Persuasion Theories," by Carolyn M. Del Polito.

Other Relevant Information

Upon completion of this project, the American Society of Allied Health Professions should have a network of Allied Health professionals who will be able to assist as resource persons for the Deans' Grants Projects.

THE CATHOLIC UNIVERSITY OF AMERICA

Project Title: Dean's Grant Project

Principal Investigator(s): Dr. Raymond J. Steimel

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Catholic University is a private liberal arts university with an enrollment of about 7500 students. The School of Education has a staff of 20 full-time faculty members, including two in special education. Graduate degrees are offered in the fields of Curriculum and Instruction, Educational Psychology and Evaluation, Foundations of Education, Counseling and Guidance, and Education Administration. Faculty members teach both undergraduate and graduate courses. The undergraduate program in education is offered through the School of Arts and Sciences with faculty in the School of Education providing the instruction and advisement.

Project Goals

A. To develop in School of Education faculty members knowledge of Public Law 94-142 and various handicapping conditions and an accepting attitude toward the inclusion of handicapped individuals in the mainstream of society.

B. To develop in School of Education faculty members an awareness of the positive and negative aspects of the inclusion of mildly to moderately handicapped youngsters in regular classrooms.

C. To enable School of Education faculty members to develop skill in the use of educational methods and materials and in management strategies which are necessary for the successful mainstreaming of handicapped students in regular classrooms.

D. To enable School of Education faculty members to use the knowledge, attitudes, and skills developed during the training period to reconceptualize and revise pre-service teacher-education course content.

E. To support School of Education faculty members as they implement and evaluate their revised courses.

Plans for Reaching Goals

A. Participants are attending a series of information sessions focusing on the following topics: implications of Public Law 94-142, issues related to handicapping conditions, and methods for working with handicapped students in regular classrooms.

B. School of Education faculty members are taking the opportunity to visit regular classrooms where handicapped children are mainstreamed and special education self-contained settings.

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C. Faculty members are working with project staff to revise their courses to include course-related information that enables prospective educators to work more effectively with handicapped students in regular settings.

D. The revised courses will be delivered in the Fall of 1982.

Products

An outcome of a joint research project with the secondary education program will be an instructional packet which can be used in course work for the following purposes: 1) to help regular secondary teachers become more sensitive to the needs of handicapped students in their classes; 2) to enable regular secondary teachers to adapt their lesson plans to the needs of handicapped learners.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

Project Title: Dean's Grant for Enhancing Faculty Capacity to Reconceptualize and Change Teacher Education Programs

Principal Investigator(s): Dr. Barbara L. Smith, Interim Dean

Sponsoring Unit: College of Education and Human Ecology

Year of Operation
1st Funding Period
Year 3

Identifying Data

The University of the District of Columbia is an urban, public, land-grant university located in northwest Washington on three campuses in approximately 25 buildings. The university strives for excellence in all its six colleges to meet the needs of the people and public agencies in the nation's capital. The enrollment is about 13,000 students participating in one certificate program, 44 associate programs, 81 baccalaureate, and 14 master's degree programs. The College of Education comprises 16 academic departments with exceptional resources in its special education department and two ancillary programs, viz., the Severely and Profound Handicapped Graduate Studies Program, and the Precision Teaching Project.

Project Goals

Year 1. Awareness. To provide activities that will enhance faculty members' awareness and knowledge of P.L. 94-142, available resources, and the implications of the law for higher education.

Year 2. Analysis. To encourage and assist departments in the analysis of their curriculums to determine what changes should occur for compliance with the various components of the mandate.

Year 3. Implementation. To assist departments in carrying out the changes identified in Year 2.

Plans for Reaching Goals

In the initial proposal it was stated that a cadre of faculty members, one from each department, would represent the departments on the Steering Committee and would receive necessary information and training to accomplish the desired outcomes of the project. That process worked well the first year, not so well the second year. In the third year, more and more chairpersons are directly representing their departments in a process that shows more promise for a stable approach to curricula change.

In reaching project goals the project participants take part in specialized training activities, internally analyzing their curriculums, and the project identifies resources and generates products for internal use. Some specific activities that have been conducted are faculty seminars, colloquia, workshops, exhibits, displays, public broadcasting courses, participation in the celebration of the International Year of Disabled Persons (IYDP-1981), the White House Conference on the Handicapped, dissemination of printed resources, and generation of internal bibliographies, monographs, and local resource directories.

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Other Relevant Information

Found useful and desirable were collaborative relations with other projects in the local area. In and around the metropolitan area of Washington (Virginia and Maryland suburbs within a 40-mile radius) there were generally four to six DuPs each funding period.

In our collaboration, we achieved mutual support, in some instances the practice of working through ideas and concepts, and the sharing of tangible resources.

HOWARD UNIVERSITY

Project Title: A Proposal for Handicapped Personnel Preparation and Inservice Training

Principal Investigator(s): Dr. Willie T. Howard, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Shortly after the end of the Civil War, several members of the First Congregational Society of Washington, D. C. proposed the establishment of a theological seminary for the education of black clergymen. Within a few weeks, the concept expanded to include a normal school and the new institution was named for General Otis H. Howard, one of the founders and, at the time, commissioner of the Freedmen's Bureau. The University charter, as enacted by Congress and approved by then-President Andrew Johnson on March 2, 1867, designated Howard as "a university for the education of youth in the liberal arts and sciences."

During the 1970s, Howard's most rapid expansion occurred with the addition of the School of Architecture and Planning, Business and Public Administration, Education, Communications, and Human Ecology, and the Colleges of Allied Health Sciences and Nursing. The enrollment is about 10,000 and the faculty members total about 1,800. The latter represent the largest concentration of black scholars in any single institution of higher education.

Project Goals

The Project aims to provide a means for the re-education of Howard University faculty members (pre-service, and inservice education personnel), on the implementation of P.L. 94-142. Envisioned as a three-year effort, the project will be oriented around an interdisciplinary leadership training approach for those personnel whose professional service involves interaction with public school children (pre-K to 12) who are classified as handicapped.

Objectives

1. To provide retraining of School of Education faculty members to sensitize them to the needs of handicapped students and the implications of P.L. 94-142.
2. To provide retraining of other University faculty members who are involved in teacher education to sensitize them to the needs of handicapped students and the implications of P.L. 94-142.
3. To develop and carry out curricular changes and faculty competencies pertinent to the implementation of mainstreaming.
4. To establish strategies for the dissemination of information relative to project process and product.

Plans for Reaching Goals

1. Design and initiate a comprehensive needs assessment for the purpose of determining inservice retraining needs of School of Education and University personnel.
2. Plan and execute a staff development program (including seminars, workshops, and site visits).
3. Develop, acquire, and use inservice training modules that facilitate the expansion of knowledge and skills related to fulfillment of the mandates of P.L. 94-142.
4. Establishment of a Dean's Task Force to improve communications and maximize use of university resources in fulfillment of the mandates of P.L. 94-142.

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7. Establishment of a newsletter, loan retrieval system, and request/mailing procedure for the dissemination of project information and materials.

TRAINING ASSISTANCE CENTER/NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS

Project Title: Training Assistance Center/NABSE

Principal Investigator(s): Margaret Smith

Sponsoring Unit: National Alliance of Black School Educators

Year of Operation
1st Funding Period
Year 3

Identifying Data

The National Alliance of Black School Educators (NABSE) is a national, nonprofit, educational, and professional organization committed to collaborative efforts to develop educational systems that build positive and realistic self-concepts among black and other minority students, and enhances the ability of each student to realize his or her fullest potential. Originally founded in 1970 by Dr. Charles D. Moody, Jr., NABSE was formerly the National Alliance of Black School Superintendents (NABSS); in 1973 the Alliance was reconstituted as the National Alliance of Black School Educators. The reorganization made it possible to include all persons directly or indirectly involved in the educational process.

The current structure of NABSE effectively reaches all areas of the educational spectrum. Consistent with its organizational goals and operational priorities, NABSE has joined forces with heads of teacher education in historically black colleges and universities in the development of the Training Assistance Center (TAC). The Center is perceived as a channel through which black educators can improve the quality of preparatory programs and advance professional growth and development of faculties and administrations in historically black institutions.

Project Goals

The majors goals of the Training Assistance Center are as follows:

1. To increase the pre-service training efforts for the implementation of P.L. 94-142 in historically black colleges and universities.
2. To assist in upgrading the teacher-education leadership in black colleges and universities.
3. To strengthen coordination efforts for affiliated teacher-education programs.

Plans for Reaching Goals

Year 1. Awareness training and educational needs assessment.
Year 2. Curriculum development training and research.
Year 3. Dissemination and evaluation.

The procedures for achieving the project goals include the following:

1. Awareness training on P.L. 94-142 for the teacher-education leadership in the target institutions.
2. Needs Assessment surveys directed at institutional curricula needs and the exceptional learners receiving services and the personnel needs of the states with black colleges and universities.
3. Curriculum Development activities resulting in a series of modules designed to address the competency needs of regular teacher-education candidates.
4. Training for Campus Coordinators and teacher education faculty in the target institution on the use of each module.

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5. Research activities culminating in a series of descriptive studies.
6. Pilot Testing of the curriculum-development modules at a selected group of institutions.
7. Field Testing the curriculum-development modules in the target institutions.
8. Dissemination of reference materials and research to target institutions.

Products

Project Training Module Series: The Training Assistance Center has developed five instructional modules that are designed to encourage and assist teacher educators who are not in special education to teach pre-service teacher educators about handicapped students. Each module singly may be infused in existing courses or used with others as a course on handicapped children. The modules have been field tested in project workshops and institutional learning sessions.

Each instructional module has a common format: session title, instructional plans, handouts/transparencies list, pre-post assessment tests, lectures, references and resources, and necessary supplementary materials. The completed training modules are as follows:

1. Public Law 94-142 and the Minority Child.
2. Valuing the Diversity of Minority Handicapped Students.
3. Minority Handicapped Students: Assessment Issues and Practices.
4. Structuring the Learning Climate for Minority Handicapped Students.
5. The Development and Delivery of Instructional Services: A Committment to Minority Handicapped Students.

Under development are additional research reports that describe educational programs in historically black institutions and state inservice efforts to cope with mainstreaming.

UNIVERSITY OF CENTRAL FLORIDA

Project Title:

Principal Investigator(s): Marcella L. Kysilka, Project Director
Calvin C. Miller, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of Central Florida is a 4-year multipurpose, state university located in the rapidly growing Orlando metropolitan area. Enrolled in the University's five colleges are 13,000 students, including over 2,000 in the College of Education. All colleges offer bachelor's and master's degrees. The College of Education offers doctorates in cooperation with the University of Florida and Florida Atlantic University.

Project Goals

The principal goal is to educate, using a Training/Program/Development/Dissemination Approach, College of Education faculty members in the skills, understandings, and attitudes necessary for the effective integration of mainstreaming concepts into the pre-service teacher-education program of the college. Specifically, the project is designed to achieve the following:

1. Improve the skills, understandings, and attitudes of pre-service teachers by exposing College of Education faculty members to experiences that will enhance their perceptions of the intent of P.L. 94-142.
2. Increase pre-service teachers' sensitivities to the special needs of handicapped students.
3. Help pre-service teachers to understand their role of regular educator in the successful integration of handicapped students into the mainstream of educational programs.

Plans for Reaching Goals

1. All faculty members will participate in General Awareness Sessions, conducted by the Dean and Project Director. These sessions are designed to build on an environment that will allow change to occur. More sessions were held the first year than are planned for the second year. Sessions focused on P.L. 94-142, its legal ramifications, techniques of working with handicapped students, redesigning teacher education, and goals of the Task Force Facilitators.
2. Twelve key faculty members have been designated Task Force Facilitators and will become the change agents in their respective disciplines. These faculty members received special in-depth training, including attendance at workshops and regional meetings, and internships in the public schools. They will, during the second year of the project, develop, carry out, and evaluate curricular changes in their disciplines to integrate mainstreaming concepts into their programs.
3. The project will use a community-based Advisory Council for information and guidance purposes. Dissemination and evaluation activities are planned for all project activities.

Products

The Dean's Grant has produced two products to date: an annotated bibliography of mainstreaming materials for use in teacher-education programs, and a study of inservice education

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activities with respect to P.L. 94-142 for Florida's regular educators. In addition, the College will produce a monograph of the Task Force Facilitators' experiences (available February 1982). A slide-tape on curriculum materials to use with the study of various handicapping conditions is being developed. Modules and course outlines are available.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Project Title: Pre-Service Preparation of Regular Classroom Teachers to Work with Handicapped Children in Regular Classrooms

Principal Investigator(s): Joseph L. Martin

Sponsoring Unit: College of Education

Year of Operation
3rd Funding Period
Year 1

Identifying Data

Florida A & M University is a land-grant institution located in Tallahassee. A public four-year institution, it offers the bachelor of science and master of science/education degrees in elementary and secondary education leading to certification in 11 teaching fields. The College of Education has an enrollment of 800 students and a faculty of 45. It presently offers certification in learning disabilities, mental retardation, and gifted education.

Project Goals

To provide prospective general educators with information, techniques, resources, and methodologies needed to work more effectively with exceptional children in regular classrooms. The purpose of the program is to meet this goal through both direct instruction to a select group of students and materials dissemination for all other students.

Plans for Reaching Goals

The Florida A & M University Dean's Grant is funded for one year. All proposed activities will be targeted for completion in the first 10 months of the grant. The focus will be on development of course content and identification of instructional resources needed for inclusion in the professional education sequence. Faculty consultants will be used to construct self-paced learning modules covering the nine planned objectives.

Products

It is hoped that completed modules will be available after the grant period has ended.

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UNIVERSITY OF FLORIDA

Project Title: Development of Mainstreamed Program in College of Education

Principal Investigator(s): David C. Smith

Sponsoring Unit: College of Education

Year of Operation
2nd Funding Period
Year 3

Identifying Data

The University of Florida is a large land-grant institution with over 30,000 students. The College of Education faculty numbers 112. The project is in the third year of a second cycle of funding. Every department in the College has participated somewhat in the project during the 6-year cycle.

Project Goals

To produce significant changes in the structure of pre-service teacher education to insure better services for handicapped students.

Plans for Reaching Goals

The early phase of the project focused upon faculty development and some curricular changes. Latter changes have further emphasized curricular changes. The College has been seriously developing plans for an extended teacher-education program.

Products

Materials related to process, procedure for developing an extended program.

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GEORGIA SOUTHERN COLLEGE

Project Title:

Principal Investigator(s): Anne Flowers, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Georgia Southern College is a state-supported institution with about 6,500 students and a faculty of 325. It is the major institution for teacher preparation in the southern two-thirds of the state. There are 120 faculty members in the School of Education and an average 1,650 students per year.

Project Goals

The central goal is to assist the School of Education faculty to develop the awareness needed to prepare public school personnel to work with all learners, especially those covered under P.L. 94-142. The project goals and methodology remain the same as those stated in the original grant proposal except for modifications recommended by field readers. The project will focus on the following:

1. Determining present faculty agreement with the concepts of "least restrictive environment" and educating all pupils in the classroom.
2. Determining the faculty development needed in the School of Education to assist faculty members to prepare school personnel to work with all children.
3. Providing faculty members with information on P.L. 94-142, the concept of least restrictive environment, individualized instruction, heterogeneous grouping and multicultural needs, and encouraging faculty members to relate to these areas and to share their understandings and writings in these areas.

Plans for Reaching Goals

Year I of the Project's funding cycle focused on faculty orientation to the mandates of P.L. 94-142 and their implications for faculty and student competency development. In addition to providing a conceptual knowledge base, the first year also focused on offering faculty members opportunities to explore exemplary programs in surrounding school systems in which the integration of handicapped students into regular classrooms was accomplished successfully.

With the gradual development of conceptual and attitudinal awareness, Year II will see the definition of priorities and procedures for the assessment of program content and structure. The focus will be upon the examination and reformation of competencies and course content to assure all teacher candidates preparation in meeting the special education needs of pupils in least restrictive environments.

Year III is intended to focus on a reconstruction of curricula content and program practices and policies. It is expected that these will reflect a pre- and inservice teacher-preparation program that fully prepares special and general education personnel to work together to meet the needs of disabled children in least restrictive learning environments.

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NORTH GEORGIA COLLEGE

Priject Title: RIPE: Restructuring and Interfacing Pre-Service Education

Principal Investigator(s): Dr. Christopher S. Sharp

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

North Georgia College, located in Dahlonega in the sparsely populated mountain region of Southern Appalachia, is a four-year, state-supported, coeducational liberal arts college; it is the second oldest unit in the University System of Georgia. Approximately 70 miles north of Atlanta it is the only public senior college in the state's Ninth Congressional District. The college has an average quarterly enrollment of about 1,900. It offers the A.B., A.S., B.S., B.B.A., and B.S.W. degrees in 20 programs of study, covering the Arts, Humanities, Sciences, Education, and Business. In Education, about 400 graduate students work each quarter toward the M.E. degree in the areas of early childhood, elementary education, secondary education, and special education (mental retardation, specific learning disabilities, and behavioral disorders).

Project Goals

The specific goals of the project are as follows:

1. To deliver a competency-based program for all undergraduates seeking early childhood, middle school, or secondary certification.
2. To develop the necessary skills in undergraduates to meet the needs of handicapped learners in mainstream settings.
3. To provide didactic and practical experiences in the area of special education techniques.
5. To enable pre-service teachers to experience the modification of regular methods and curriculum for the inclusion of handicapped learners through the inclusion of individualized components in the education blocks.

Plans for Reaching Goals

The goals are being accomplished through two sets of activities: (a) the integration of learning modules into the regular education coursework at the discretion of each student over a period of 2-3 years, starting with the latter part of the sophomore year and extending through the senior year; and (b) restructuring the methods-curriculum 10-hour block, which is taken by all education majors. The project staff maintains records, including pre- and post-tests, of all modules completed by individual students, and each student earns two hours of credit for each 2-3 modules completed. During the first year of the project, 12 modules were developed and/or purchased from CEC, commercial sources, or other projects that have developed and validated appropriate materials. Project Stretch, available through GLRS (Georgia Learning Resources System), has a number of modules that have lent themselves for use in this project.

All faculty members who teach education courses receive complete information on the modules. The latter are annotated and explained so that, in most cases, faculty members can refer students to appropriate modules without having to know the specific contents of each. The specific modules to be and already purchased or designed are determined by the project Steering Committee. Practicum experiences have been restructured to include interactions

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with handicapped children. The one quarter (15 hours) required student teaching includes not only planning for and instructing handicapped pupils in regular classrooms but also involvement with the IEP staffing committee and participation in the special class settings of the handicapped pupils who are served in the regular classrooms. Teachers who are involved in mainstreaming have been chosen as student-teacher supervisors.

Currently, students take one 10-hour block in methods-curriculum (early childhood, middle grades, or secondary) the quarter prior to student teaching. The blocks, taught by the coordinator of each area, are heavily practicum based. As of Fall 1979, each block has been team taught by the regular block instructor and the Project RIPE staff. Thus, all methods, skills, and curriculum theories interface with the special education component as they are taught. The practicum component is conducted to provide students with experience in individualizing instruction and integrating handicapped children into the regular program. All education majors are influenced through their major block experiences.

Evaluation does and will continue to include a comparison of the students who completed the block sequence only and those of the next and forthcoming years, who will have completed the total pre-service subcomponent (modules plus block).

Products

Persons interested in data related to specific handicapping conditions, the learning styles of handicapped students, and how this knowledge can facilitate the education of handicapped children in regular classrooms can write for a listing of materials purchased and developed by the Dean's Grant.

North Georgia College has been invited to make presentations to other small colleges with limited personnel and resources on the implementation of a pre-service grant. The project uses a practicum-based approach to changing attitudes toward and providing skills needed in working with handicapped children. Presentations and consultations have been provided in the areas of P.L. 94-142, effective parent/teacher relationships, noncategorizations of handicapped students, effective communication between special and regular educators, the resistance to mainstreaming, and the administrator's role in the mainstreaming of handicapped students.

UNIVERSITY OF HAWAII - MANOA

Project Title: College of Education Mainstreaming Project

Principal Investigator(s): Dr. Andrew In, Dean

Sponsoring Unit: College of Education

Year of Operation
3rd Funding Period
Year 2

Identifying Data

The University of Hawaii at Manoa is the largest state-supported university in the multicampus system of post-secondary education. It has a regular credit enrollment of about 21,000 students. The College of Education is an upper division college and graduate professional school with about 110 faculty members, the majority at the full professor rank. Undergraduate programs leading to state certification include (a) B.Ed. in elementary and secondary education; (b) B.S. in recreation leadership; and (c) fifth-year professional diploma program in elementary and secondary education. Graduate programs in the college include (a) M.Ed. in couseling and guidance, educational administration, educational communications and technology, educational foundations, educational psychology, elementary education, secondary education, and special education; (B) Ed.D. in curriculum and instruction, educational adminsitration, and educational foundations; and (c) Ph.D. in educational psychology.

Project Goals

A three-year program is designed to update the pre-service instruction of education students to enable them to identify and work with handicapped children in mainstreamed settings. Goals of the project include the following:

1. College of Education faculty members with the updated knowledge and skills to teach pre-service education majors the competencies for work with mildly handicapped students in regular classrooms.
2. A set of field-tested materials of instruction, in modules or units of work, integrated into existing courses or developed into new courses required for education students in the following programs:

   Early Childhood (undergraduate)
   Counseling and Guidance (graduate)
   Educational Administration (graduate)
   Educational Communications and Technology (graduate)
   Multicultural/Bilingual (graduate)
   Physical Education (graduate)
   Vocational Education (graduate)

   These instructional materials are designed to prepare pre-service education students in the preceding programs in the teaching competencies for work with students in mainstreamed classrooms.
3. Assist in the preparation of a long-range plan for personnel preparation in mainstreaming in the Pacific Basin.

Plans for Reaching Goals

In Year I of the project, the primary emphasis was placed on needs assessment, competencies selection, and faculty-development activities. The content of each training program was individualized and based on the needs of each faculty member in the project. Years II and III are devoted to the development, trial testing, revision, evaluation, and dissemination of the units of instruction.

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The revised course content highlighting the mainstreaming competencies will be reflected in the syllabus for each revised course.

Products from Past Elementary and Secondary Projects

1. College Faculty Development Training Program Competencies Test.
2. Units of instruction or modules on mainstreaming, both elementary and secondary, integrated into pre-service regular education foundation and methods courses.
3. Delphi Survey for setting priorities for the competencies to be included in the University of Hawaii at Manoa B.Ed. program.
4. Detailed framework for integrating mainstreaming competencies into new or existing courses in the B.Ed. program.
5. Revised syllabi for modified regular education courses at the secondary level, which include mainstreaming competencies.
6. Study of the impact of P.L. 94-142 on Hawaii's school counselors.
7. Evaluation instruments pertaining to faculty training and curriculum development.
8. Products from present Dean's Grant to be available for dissemination in late Spring 1982.

Resources

Project staff and key faculty members have the expertise to serve as resource consultants.

Interinstitutional Supports

1. This Dean's Grant Project is a member of the Pacific Basin Consortium; it is charged with the task of developing a long-range plan for personnel preparation in the Pacific Basin.
2. This Project serves as a resource to Brigham Young-Hawaii and Chaminade University in their efforts to redevelop their pre-service teacher-training programs to include mainstreaming competencies.
3. In view of the fact that the University of Hawaii has been awarded three Dean's Grants, the staff's knowledge could be a valuable resource to new Dean's Grant Projects and other teacher-training institutions.

IDAHO STATE UNIVERSITY

Project Title: Most Appropriate Teacher Education

Principal Investigator(s): Dr. Richard L. Sagness, Dean

Sponsoring Unit: College of Education

Year of Operation
2nd Funding Period
Year 2

Identifying Data

Idaho State University is located in southeastern Idaho. The enrollment is approximately 8,000-9,000 students including the enrollment of the Vocational Technical School. The College of Education has about 50 full time and 7 part time faculty members; the Special Education department has a faculty of 2.5 FTE. Degree programs of the College of Education are offered in 25 areas. Within the College of Education are the departments of education, consumer economics, physical education, and counselor education/special education.

Project Goals

1. To continue inservice programs for College of Education faculty.
2. To assure that undergraduate pre-service students complete or demonstrate mainstreaming competencies.
3. To produce the modules (units) needed by the faculty to implement mainstreaming.
4. To institutionalize change with regard to mainstreaming in the College of Education.
5. To integrate mainstreaming into pre-service graduate programs in the College.
6. To integrate mainstreaming competencies into the educational administration program.
7. To provide inservice training for liberal arts and professional school faculty members and instructors of secondary professional endeavors (speech therapy and health-related professions).
8. To integrate mainstreaming competencies into the identified liberal arts and professional school courses.
9. To provide technical assistance to junior colleges, universities, and colleges in the northwest in regards to mainstreaming concept integration in IHEs.

Plans for Reaching Goals

1.1 To provide inservice training workshops for College of Education faculty; topics are to be mainstreaming procedures and techniques for evaluating progress of mainstreamed students. Workshops are to be conducted by project staff and by a series of outside consultants.

2.1 At least 80% of the undergraduate seniors will have completed 90% of the competencies prescribed by the total program by May 30, 1983, to the satisfaction of faculty.

2.2 Student teachers will demonstrate ability to perform the skills identified as minimal terminal mainstreaming competencies by May 1981, 1982, and 1983.

3.1 Specified mainstreaming modules (units) will be developed, field tested, and available for dissemination by May 1983.

4.1 A list of mainstreaming objectives and timeline for implementation will be developed for each department in the College of Education.

4.2 A biannual report on mainstreaming institutionalization procedures and results will be prepared and submitted to the Dean each semester.

4.3 An annual review of mainstreaming implementation and institutionalization will be prepared by the mainstreaming community advisory committee by May 30, 1981, 1982, and 1983.

4.4 Essential mainstreaming competencies will be institutionalized at ISU for the College of Education by May 1983.

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5.1 Mainstreaming competencies and activities for graduate pre-service programs will be identified by the mainstreaming committee by May 30, 1981.

5.2 Graduate pre-service mainstreaming competencies will be institutionalized by May 30, 1983 using CBAM and evaluated by program evaluator.

6.1 Establish a mainstreaming administrative task force by May 1980.

6.2 The administrative advisory committee will identify desired mainstreaming administrator competencies and activities to measure competency by January 30, 1981.

6.3 The identified competencies will be incorporated on a trial basis into existing coursework by educational administration faculty by September 15, 1982.

6.4 90% of the students in educational administration will complete 90% of the prescribed competencies to the satisfaction of the faculty by May 3, 1983.

7.1 Individual departments will be contacted and their willingness to participate established by October 30, 1980.

7.2 An inservice workshop will be conducted for faculty by May 30, 1981.

7.3 Additional activities, resources, materials, and supplies will be shared with liberal arts faculty by January 1981, May 1982, and May 1983.

7.4 Suggested goals and timelines will be identified by mainstreaming coordinator and liberal arts coordinator by December 1, 1980.

8.1 The mainstreaming coordinator and liberal arts coordinator will implement and evaluate the action plan on a semester-by-semester basis beginning January 1, 1981, and evaluation outcomes and recommendations each semester thereafter.

9.1 The availability of faculty from ISU to serve as consultants will be advertised by September 1980 by the grant coordinator.

9.2 The needs of junior colleges, universities, and colleges, and ongoing efforts in the northwest will be identified by a same instrument by October 30, 1980.

9.3 An action plan will be developed by the technical assistant coordinator by December 1, 1980.

9.4 Technical assistance will be delivered, monitored, and evaluated, beginning delivery in February 1980, and first monitoring by May 1980.

Products

The following modules are available for dissemination:

Unit I. Curriculum Characteristics and History (17 pp.).
Unit II. Learner Characteristics and Their Influence on Curriculum (11 pp.).
Unit III. Specifying Curriculum Objectives (11 pp.).
Unit IV. Curriculum Evaluation (16 pp.).
Unit V. Designing a Curriculum Sequence (13 pp.).
Unit VI. An Ecological Approach to Curriculum Design (13 pp.).

Information on procurement of modules is available from the University Bookstore, Box 8013, ISU, Pocatello, ID 83209. Requests for field tests/sharing of results may be discussed with project staff.

A survey of mainstreaming practices representing 45 states and the District of Columbia is available. Topics surveyed include instructional practices, administrative placements, and inservice training for regular classroom teachers. Relationships were examined among four variables: instruction, placement, categorical type of exceptionality, and geographical area. Significant relations were found between all possible combinations except for categorical type and geographical area. Implications for inservice/pre-service training are delineated based on the data received. The document is available at the University Bookstore under the title "The Relationship of Individualized Instruction to Placement of Exceptional Children: A Geographically Comparative Study."

UNIVERSITY OF IDAHO

Project Title: Dean's Grant Project -- Mainstreaming

Principal Investigator(s): Dr. Everett Samuelson, Dean

Sponsoring Unit: College of Education

Year of Operation
3rd Funding Period
Year 2

Identifying Data

The University of Idaho is a land grant university located in Moscow, a rural community in the northern panhandle of the state. About 9,000 students are enrolled in the university's eight colleges and Graduate School. The College of Education has 763 undergraduate and 450 graduate students with 56 full-time faculty members. The college is organized into three divisions (health, physical education and recreation; teacher education; and vocational teacher education) comprising 12 subject fields. Its commitment to serving handicapped individuals is evidenced by the inclusion of special education, vocational rehabilitation, vocational special needs, and P.E./recreation for handicapped persons in those subject fields. The College of Education last year awarded 142 undergraduate degrees, 107 master's degrees, 10 specialists, and 15 doctorates.

Goals

The project will maintain existing and develop additional resources to enable regular teacher educators to incorporate mainstreaming content into regular teacher-education curriculum. A task force, which includes representatives from several areas of preparation in the college, will continue to provide assistance in the development of objectives and planning for the incorporation of mainstreaming principles into the regular education program. This advisory committee works in close coordination with the curriculum committee to incorporate identified competencies into the most logical areas of the regular teacher-education curriculum core.

Materials which have been developed through the Dean's Grant will be disseminated to colleges, universities, public and private schools, relevant agencies, and others needing information on serving exceptional children in regular education settings.

The project will work with the State Department of Education to incorporate mainstreaming content into regular education curriculum with particular emphasis on secondary level programs. Consultation and other resources will continue to be provided to the State Department of Education to aid in the development of a secondary special education/vocational education manual and other materials to be disseminated statewide and used at the pre-service level.

Dean's Grant personnel will work cooperatively with other colleges and departments on campus to expand awareness of and programs to handicapped persons. Projects and activities with the on-campus office serving the handicapped and the engineering, special education, art and architecture, and drama departments have been identified.

The project will cooperate with the State Department of Education, other universities and colleges, and other relevant agencies throughout the state in preparing regular education faculty to train personnel to work with handicapped individuals. Meetings will be arranged to discuss statewide needs for regular educators to serve

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exceptional people. Retraining of faculties of education will be accomplished through training seminars, workshops, individual presentations, and other forms of information and material dissemination.

Personnel on the grant will develop and use evaluation procedures to determine the outcome of this project and areas of need and impact of mainstreaming instruction. The effect and outcome will be assessed using a questionnaire given to teachers and teacher trainees which rates acquired competencies necessary to effectively serve exceptional children. The discrepancy evaluation model will be used to monitor the progress of the Dean's Grant Project.

Resources

1. Learning modules have been developed in the areas of individualized instruction, legal aspects, preparation of school and faculty for mainstreaming, and effective communication with parents. These materials are in an audio-filmstrip format and are currently available for dissemination to schools, colleges, universities, and relevant agencies.
2. An annotated bibliography has been developed on current research in the area of handicapped students in regular classrooms. With the recent proliferation of articles on mainstreaming, this bibliography is periodically updated. The bibliography is available to any institution or agency.
3. Materials which have been purchased or developed have been made immediately accessible to students and faculty in the following manner: (a) acquired materials have been categorized into areas that are relevant to the objectives of the project, such as skills of classroom assessment (both learner and environmental), classroom management, individualized instruction, litigation relevant to the least restrictive alternative, and communication with parents; and (b) a listing of materials has been developed for distribution to students and faculty.
4. An evaluation instrument has been developed to gain feedback from teachers and teacher trainees who are nearing graduation. This instrument is used to measure competencies necessary to effectively serve exceptional children in regular classroom settings.

BRADLEY UNIVERSITY

Project Title: Education/Health Sciences Cooperative Personnel Preparation for Faculty--In Service

Principal Investigator(s): James M. Mullendore, Dean
Steven Permuth, Acting Dean

Sponsoring Unit: College of Health Sciences
College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Bradley University is a private, independent, nonsectarian university of approximately 5,500 students and some 285 faculty members. Its six major academic units are the Colleges of Business Administration, Communication and Fine Arts, Education, Engineering and Technology, Health Sciences, and Liberal Arts and Sciences. A Graduate School and College of Continuing Education provide the services customarily found in such units. The student body of Bradley University is national and international in composition with students from at least 38 states and more than 20 foreign countries. Almost 85% of the present student body is made up of residents of Illinois, with the largest numerical representation from Cook County.

The College of Education provides a full range of academic instruction in the field of education, including Special Education. The Department of Home Economics also resides in this college. The College of Health Sciences consists of the Division of Speech and Hearing Sciences and the Division of Nursing.

Project Goals

1. To expand and exploit the interaction of education and the health sciences in order to implement the objectives of P.L. 94-142.
2. To make curriculum and program changes in the programs for the preparation of personnel who will teach and serve handicapped persons.
3. To educate and inform faculty members of the two colleges on the facts and implications of the education of all handicapped children to enable more effective dissemination of such knowledge in their teaching.

Plans for Reaching Goals

During Years I and II, retreats, seminars, brown-bag lunches, disseminated materials, and attendance at special off-campus programs were scheduled to expand and increase faculty knowledge of handicapping conditions, educational management of handicapped children, and legal ramifications of the new federal and state programs. During Year III, these activities will be continued and a more intensive examination of legal ramifications will be made. In addition, on-site visits to programs where handicapped children are being educated will be conducted and field personnel will be employed more intensively to increase the knowledge of faculty members on the management of handicapped students.

Products

The co-directors of the project will be glad to share information on its procedures and goals.

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Other Relevant Information

It should be noted that this project is unique in its cooperative relationship between two separate colleges of a university enabling a mutual sharing of information and a combined learning experience for faculty groups which might otherwise remain separate and apart from one another. The first two years of the project demonstrated the success of this concept and its desirability as a potential model for other universities.

ILLINOIS STATE UNIVERSITY

Project Title: Regular Education Pre-Service: Pre-Service and In-Service Integration of Regular Elementary Personnel to Accommodate the Mandates of P.L. 94-142

Principal Investigator(s): Dr. George Amerson and Dr. Donald Kachur

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Illinois State University was founded in 1857 as the first public institution of higher learning in the state. Although it is a comprehensive institution with over 19,000 students and study options in business, liberal arts, science, fine arts, education, applied science, technology, and professional fields, ISU has a long and proud heritage in the field of teacher education. The three College departments of Specialized Educational Development, which includes Special Education (30 faculty members), Curriculum and Instruction (45 faculty members), and Educational Administration and Foundations (25 faculty members) provide programs for the preparation of classroom teachers and administrators at the bachelor, master, and doctoral levels. ISU is the leading institution in the state in the number of classroom teachers prepared annually. During 1980-81, 3,230 undergraduates and 478 graduates were enrolled in C & I; 422 undergraduates and 456 graduates in EAF; and 1,210 undergraduates and 138 graduates in SED.

Project Goals

To provide a competency-based, field-centered regular education training program that will prepare regular elementary educators to individualize social and academic instruction for children with varying exceptionalities.

To formulate a teacher-education model for college and university-wide efforts to modify the instructional content of all regular teacher-education curricula at ISU.

To develop a resource of instructional materials, strategies, and inservice expertise to be disseminated to surrounding school and community agencies that are attempting to comply with the mandates of P.L. 94-142.

Plans for Reaching Goals

The proposed program will modify the present instructional content of the regular elementary teacher-preparation curriculum at ISU. During the four semesters of the elementary teacher-preparation program, entitled CORE, competencies for preparing regular elementary classroom teachers to teach children under the terms of the "least restrictive environment" concept will be identified, instructional strategies for the attainment of those competencies will be developed, and pre- and post-tests to measure students' attainment of the identified competencies will be created. Program development efforts will be achieved by establishing interdisciplinary teams of faculty members from the Departments of Curriculum and Instruction, Specialized Educational Development, and Educational Administration and Foundations. Concurrent staff development efforts will be developed and carried out through the College of Education's Staff Development Project. A community-based advisory council composed of regular and special education personnel and parents will serve as an outside review and study agency to assist the Dean's Grant program and staff development efforts.

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Included in the instructional component will be a field-based experience component that will operate within the present clinical experience design of the CORE program.

Products

Instructional Materials: (a) A set of sequential competency clusters with each cluster consisting of a series of competencies leading to specific terminal behaviors to be demonstrated as the student proceeds through the program. (b) An instructional component in the regular elementary education curriculum for each of the four-semester CORE programs that will be composed of instructional objectives, instructional content and procedures, performance evaluation, and supplemental resources.

Resources

Project information materials and procedures for dissemination will accrue and increase in number and kind as each cycle of the training model is completed. Resource information to be disseminated will include the following:

1. Modules for Personnel Preparation in Generic Regular Education.
2. Staff-development procedures and practices to integrate regular education and special education faculty expertise in the design and implementation of a training program.
3. Procedures and practices for community advisory involvement in the redesign of a regular teacher-education curriculum to prepare for Public Law 94-142.
4. Directory of agencies and organizations concerned with handicapping conditions.
5. Bibliographic materials available for instruction of regular teacher educators in meeting the needs of exceptional pupils.

UNIVERSITY OF ILLINOIS

Project Title: Special Education for Regular Education Majors

Principal Investigator(s): James Raths, Associate Dean for Teacher Education

Sponsoring Unit: College of Education

Year of Operation
2nd Funding Period
Year 1

Identifying Data

The University of Illinois is a publicly supported, comprehensive institution offering programs of undergraduate, graduate, and postgraduate education. Total enrollment is about 34,000. The College of Education houses about 100 FTE faculty in 7 departments and 6 associated units; the Department of Special Education has 10 faculty members and offers programs in severe and mild handicaps and administration.

Project Goals

The major goal is to initiate, facilitate, and support programmatic changes that insure the preparation of teacher-education students for the challenge and responsibility of teaching handicapped children, as an integral part of regular pre-service teacher training. The target population for the project is faculty members in the Departments of Elementary and Early Childhood; Secondary; Vocational and Technical; and Administration, Higher, and Continuing Education. In working toward the integration of new instructional material into the existing programs, emphasis has been put upon collaborative efforts and interdisciplinary planning to maximize the use of existing expertise and resources in the College. Graduates of teacher-education programs in Illinois are now required by state law to complete the equivalent of a 3-hour course in special education; this mandate has facilitated progress toward integration of mainstreaming-related content. Because this is the final year of the project, efforts during 1981-82 focus on strengthening the adoption of new content and the development of an institutional plan for on-going compliance with the state mandate when the Dean's Grant ends.

Plans for Reaching Goals

Faculty members in each targeted department elected to integrate the relevant content into existing program requirements rather than to adopt a required course or combination of course and integrated content. Using a matrix of 10 core topics developed by the project staff, each department devised a plan to distribute topics in every course required in various programs. To facilitate the preparation of new content, the project staff developed a series of resource guides on both the elementary and secondary levels; these guides include topic content specified in the departmental matrices; a description of the knowledge, attitudes and skills to be addressed for each; and a series of suggested readings and instructional activities. The guides were developed with the express purpose of providing a variety of resources and approaches in the hope that the various instructional styles and needs of faculty will be met. In addition, a series of computer-assisted lessons on the core topics are being developed for the PLATO system; this will allow for independent study of the topics where desirable.

The plan for reviewing the extent to which the topics are being covered is being developed in conjunction with the teacher-education certification office. Each semester, a master matrix of course-by-topic will be completed noting frequency of lecture topics, guest lecturers, readings/assignments, and examination items relevant to the content. Other final year activities are the completion of building an appropriate library and the extension of

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plans for integration in the Department of Administration, Higher and Continuing Education.

Products

1. Matrices indicating course distribtion of topics.
2. Resource Guides for Elementary and Secondary Education.
3. Annotated bibliography of selected materials and media.
4. Descriptions of PLATO computer program: "Public Law 94-142 and Mainstreaming: An Introductory Lesson."
5. Report of first-year strategies for establishing a climate of change in the College of Education.
6. Detailed descriptions of the Specialized Instruction Program, a minor in Special Education for regular classroom teachers including the program of inservice training for cooperating teachers.

NORTHERN ILLINOIS UNIVERSITY

Project Title: Preparation of Personnel to Work with Exceptional Children Within the Framework of the Regular Elementary Classroom: A Pilot Study

Principal Investigator(s): Dr. John Johansen, Dean
Dr. Yona Leyser and Dr. Lowell Horton, Co-Directors

Sponsoring Unit: College of Education

Year of Operation
3rd Funding Period
Year 3

Identifying Data

Northern Illinois University, a state university located 65 miles west of Chicago, has a student enrollment of over 25,250. The College of Education has four major departments--Curriculum and Instruction; Leadership and Educational Policy Studies; Learning, Development, and Special Education; and Physical Education--and a faculty of 295. Elementary education (within Curriculum and Instruction) is one of the largest programs in the nation; it has a faculty of 76 and an undergraduate enrollment of 650. It offers a Master's degree, a Certificate of Advanced Study (6th year), and a Doctorate. About 700 students are enrolled in these graduate programs. The special education department (within Learning, Development, and Special Education) has a faculty of 72 and about 1,100 students enrolled in its undergraduate, graduate, and doctoral programs. Areas of expertise cover mental retardation (including moderately, severely, and profoundly retarded), LD, BD, gifted, hearing impaired, visually impaired, and physically handicapped.

Project Goals

The M-EE (Mainstreaming-Elementary Education) project responds to P.L. 94-142 and Illinois House Bill 150. Its major objective is to prepare pre-service elementary teachers to work effectively with exceptional children in regular classroom settings. A faculty development component also has been incorporated into the project to involve a growing number of faculty members in course development and modification aimed toward mainstreaming issues.

Plans for Reaching Goals

Based on a survey of the theoretical and empirical literature, a list of competencies needed by "mainstreaming" teachers was compiled. This list includes competencies such as knowledge of mainstreaming, knowledge of the nature of handicaps, knowledge and/or skills for screening assessment and diagnosis of handicapped learners, knowledge and skills of how to use effective teaching techniques, methods, and strategies, classroom behavior and management skills, communication skills, and the development of positive attitudes toward handicapped persons. These competencies have been incorporated into the program through course work and field experiences. The program is developmental in nature. The professional sequence is based on a developmental sequence of knowledge skills and attitudes toward children, the teaching process, and teaching as a profession. The three major developmental levels around which the project has been designed are as follows:

1. Level I: The child as a learner/the exceptional child as a learner. The sophomore experience emphasizes human development and learning and focuses on the child as a learner. Direct classroom experiences are provided which are closely related to the area of child study.
2. Level II: Strategies of teaching: (a) the role of the elementary teacher and (b) the role of the mainstream teacher. The junior level focuses on teaching materials, curriculum

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methodology, and evaluation. Laboratory experiences in schools are stressed to offer students opportunities in planning and guiding learner activities.

3. Level III: In search of teaching style. The senior experience includes full-time student teaching in a mainstream setting and a seminar dealing with professional problems.

Project M-EE is an area of concentration (minor in mainstreaming) and is incorporated into the three levels outlined above. Each year, 25 students are admitted into the program making a total of 75 students over the three years. It is believed that the project graduates will assume teaching roles in classrooms mainstreaming handicapped pupils. They also will be able to serve as resources, as advisors and consultants to other teachers in their buildings.

A strong evaluation component has been included in the program. Data collected include background information on students' attitudes toward mainstreaming, GPAs for each of the three years, and a two-year follow-up study. The study will ascertain the roles, responsibilities, and effectiveness of the project graduates.

Products

1. Slide/tape recruitment presentation describing the M-EE Project at NIU.
2. Videotape presentation (30 minutes) entitled "Mainstreaming: The DeKalb Approach."
3. Numerous publications. Contact staff for a list of publications.

Other Relevant Information

This is the third and final year of Dean's Grant funding for the M-EE Project at NIU but the project components have become an integral part of the overall program of the College of Education. Elementary Education majors will continue to have the option of a minor in mainstreaming, and relevant content will continue to be infused into education courses.

ROOSEVELT UNIVERSITY

Project Title: Dean's Grant Project

Principal Investigator(s): Curtis C. Melnick

Sponsoring Unit: College of Education
Research & Development Center

Year of Operation
1st Funding Period
Year 3

Identifying Data

Roosevelt University is a private, nonsectarian urban institution with about 7,000 students. Established in 1945, the University is organized into five colleges: Education, Arts and Sciences, the Walter E. Heller College of Business, Continuing Education, and the Chicago Musical College. The College of Education was established in 1972 as a separate major university unit; it was elevated from the status of department in the College of Arts and Sciences. The College is organized by program areas which are chaired by Program Directors. Undergraduate degrees are offered in Early Childhood Education, Elementary Education, Special Education, Secondary Education, Music Education. Graduate degrees are offered in Educational Administration and Supervision, Guidance and Counseling, Early Childhood Education, Elementary Education, Special Education, and Reading. The enrollment in the College of Education has been averaging 500 students, with about 100 in various Special Education programs. The full-time faculty and staff include approximately 30 faculty members supplemented by an expert field-based, part-time staff. Five members of the full-time staff participate in the teaching of Special Education courses along with 4-6 part-time faculty members each semester.

Project Goal

One of the purposes of the Third Year Continuation of the Dean's Grant Project is unchanged from that of other years: to retrain our College of Education faculty members to change attitudes of teacher-education students toward handicapped students, and to provide them with the technology of individualizing instruction. Three members of the faculty will be invited to participate in workshops and forums to increase awareness, enhance knowledge and transmit skills for the duration of what is viewed as a three-year developmental activity. The faculty participants for the third-year project will be selected from Music Education, Guidance and Counseling, and Administration and Supervision personnel. The other purpose of the Grant in FY III is to support four former faculty participants in their research on the following topics: a) perceived roles of counselor educators in implementing PL 94-142; b) developing positive ethical climate in a mainstreamed classroom through gamesmanship; c) comparing the play and teaching behaviors of teenage parents of high risk infants; d) proposal for establishment of a learning and support services project at Roosevelt University.

Plans for Reaching Goals

The retraining will include the following kinds of development activities: lectures, films, workshops, seminars, conferences, and professional meetings, special education site visits, and visits to other universities where similar retraining and subsequent curriculum revision is in progress or has been already effected. The first year is one of developing instruments to assess faculty competence in various areas of education of handicapped students, working with the faculty fellows on special projects related to the area, and preliminary development of curriculum revisions in the teacher-education

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curriculum. The second year is viewed as a recycling of the first with increased emphasis on curriculum change, and the third year is viewed as institutionalization of curriculum changes in all certificate programs.

Products

Currently, the project has produced instruments to measure attitudes and knowledge in special education, a resource bibliography, a management plan for the program, a set of resource papers related to guest speakers of national reputation who have been and will be addressing the faculty and a faculty manual for research projects related to the education of handicapped students.

A particularly strong feature of the program is the evaluation component which is the responsibility of the Research and Development Center of the College of Education. The R and D Center has had several years' experience in the evaluation of funded proposals in a variety of areas. Using a multiple methodology model within the framework of transactional evaluation designs, the data generated by the project participants will be used as a basis for decision making in the project and summative evaluation. All staff members have a high level of expertise and conceptual knowledge in the area of education of handicapped students.

SOUTHERN ILLINOIS UNIVERSITY - CARBONDALE

Project Title:

Principal Investigator(s): Nancy L. Quisenberry, Donald L. Beggs

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Southern Illinois University at Carbondale is a multipurpose 4-year institution serving not only the 34 southern counties of Illinois but also the 3 states surrounding Southern Illinois. Over 21,000 students are presently enrolled. Of this number, some 2,000 handicapped students are served on the SIU at Carbondale campus. The College of Education offers bachelor, master, specialist, and doctoral degrees in nine departments, including Special Education. A faculty of 180 members work with both pre-service and inservice students.

Project Goals

The goal during Year 3 is to provide the administration-certification instructors of courses with information on the principle of P.L. 94-142. Sub-goals include updating materials developed during Years 1 and 2 of the project, disseminating these materials to the instructors of professional education sequence, and collecting data on students trained during Years 1 and 2.

Plans for Reaching Goals

A Special Education Trainer coordinated the development and dissemination of modules for training faculty to use with their students in regular education programs. During Year 2 of the project, informational packages, workshops, and individual and group meetings will be employed to provide the methods instructors with the following information: (a) diagnostic tools; (b) management techniques, and (c) special education instructional materials. Components for administration courses will be developed in the final year.

Faculty members to be trained include Coordinators of Professional Education Sequence (Year 1), Instructors of Methods Courses and Coordinators of Field Placement (Year 2), and Instructors of Administration Courses (Year 3). A coordinating council will advise the Dean on this grant.

Resources

Personnel involved in this project will be available to assist other institutions. Training strategies can be shared as the project advances. Materials will be disseminated through NSSP, ERIC, OSE, and professional organizations.

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WESTERN ILLINOIS UNIVERSITY

Project Title: The 0-6 Interdisciplinary Early Childhood Handicapped Personnel Training Project

Principal Investigator(s): Dr. Patricia L. Hutinger, Project Director

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Western Illinois is a state university located in Macomb (a rural area). It consists of 6 colleges with 14,000 students and 735 faculty members. The College of Education houses 6 departments, including Special Education and Elementary Education/Early Childhood, and has 125 faculty members.

Project Goals

The purposes of the 0-6 Project are

1. to meet the early childhood handicapped personnel needs in public schools and private agencies;
2. to develop and maintain an interdisciplinary faculty team; and
3. to provide a comprehensive set of competencies for training early childhood handicapped personnel.

Plans for Reaching Goals

The 0-6 Project has two components in place: (a) the Teacher Training Component and (b) Outreach. The first is a two-semester, participation-based program designed to train both undergraduate and graduate students to work with handicapped children from birth to age 6 in various service delivery settings. It is a competency-based set of courses which are part of the requirements for certification in a Special Education of Early Childhood Program. The competencies encompass a group of knowledge and skills that are needed to work with very young children and their families. The 0-6 Project is interdisciplinary in nature, with faculty and coursework from Special Education, Elementary Education (Early Childhood), Home Economics, and Physical Education, representing three of the colleges at Western Illinois University.

Students in the 0-6 Project spend many hours in practicum settings working with both handicapped and nonhandicapped young children. The supervisory personnel, who are also involved in planning, evaluate both student performance and project activities. Sites include public school settings and private agencies. Site personnel have participated in the 0-6 Project since 1977.

The second component, Outreach, is designed to promote the adoption of similar interdisciplinary early childhood handicapped programs at other teacher-training institutions.

Products

1. Competencies for Early Childhood Handicapped undergraduate and graduate students.
2. Student recruiting slide-tape.
3. Faculty-oriented descriptive slide-tape.
4. Articles about the 0-6 Project.
5. Student-Staff Accountability Program (a computerized time management system).

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Other Relevant Information

The Project has been working with students since its inception. Graduates have been placed and follow-up employer interviews have been conducted.

PURDUE UNIVERSITY

Project Title: Implementation of Mainstreaming Through Improved Teacher Education

Principal Investigator(s): Dr. Robert B. Kane

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Purdue University is the Indiana link in the chain of 68 land-grant colleges and universities. A public university, Purdue enrolls about 32,000 students at its West Lafayette campus. Instructional work is organized in 10 schools. The Department of Education--in the School of Humanities, Social Science, and Education--has a faculty of 120 including 16 associated staff members. Organized in 7 Sections and 7 Program Areas, the faculty provides the preparation for 50 teacher-certification areas. The Special Education Section has a faculty of 10.

Project Goals

The continuing purpose of the project is to provide an impetus for change in the teacher-education curricula at Purdue to prepare prospective teachers and other school personnel effectively to teach handicapped individuals. Specifically, in Year 3, the goals are (a) to continue to enhance awareness and involvement of entire Department of Education faculty with the project; (b) to continue motivation and support for effecting curricular changes as recommended by Forward Plan Task Force; (c) to continue evaluation process; (d) to encourage development of modules or other products; (e) to disseminate information; (f) to continue participation by faculty members in state and national meetings; (g) to cooperate with Central Region activities.

Plans for Reaching Goals

The Project will cooperate in conducting a full-day retreat for the entire Department of Education faculty. Information on project activities and evaluation progress reports will be given and participants will be involved in decision making regarding recommended curriculum changes. The Dean's Grant seminar series will be continued with the overall purpose of providing the opportunity to enlarge on faculty expertise regarding teacher preparation for P.L. 94-142. Summaries of the presentations will be published.

Additional reference materials will be acquired as requested by faculty members and will be circulated for use. A newsletter will be published in October, February, and April and distributed to all Department of Education faculty members and others at Purdue plus other Dean's Grant projects.

Task Forces of secondary special methods teachers, the Counseling and Personal Services Section, and the Educational and Administrative Section will be organized and aided in planning content infusion.

Faculty interest in product development will be surveyed using a list of topics and possible formats. Production assistance will be provided.

Planned evaluation activities include measuring changes in students' perception of their knowledge of handicapping conditions (nature, causes, educational needs) and provisions of P.L. 94-142. The posttest will be given to students who complete their pre-service preparation in 1981-82. Also, the Stages of Concern Questionnaire will be posttested with faculty. The collection of course syllabi with special needs content identified will continue and

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faculty members will be asked to revise the syllabi as changes are made. Participants in each activity will be asked to evaluate it to provide feedback for further planning.

Faculty attendance at national, regional, and state meetings will be encouraged and assistance provided in the coordination of and some support for travel.

Because this is the third year of the first funding period, these plans are to be completed by May 31, 1982. It is noted, however, that as other needs are identified, plans may be modified.

Products

The list of products that have been developed or are in process at this stage of the project follow. It is anticipated that in this third year, additional products will result from the efforts toward awareness and involvement of faculty during the preceding period.

1. Dimensions of Diversity, a collection of seminar presentations, 1980-81.
2. Evaluation Forms: Faculty Opinionaire and Student Opinionaire.
3. Bibliographies.
4. Film: "Mainstreaming at Mayflower Mill" by Ernest McDaniel.
5. Videotapes: "Mainstreaming Secondary Special Needs Students" by Lucille Frick and Betty Sawyers.

Under development:

Guided Design Modules on Behavior Modification for Pre-Service Teachers by Charles Whittemore.

IOWA STATE UNIVERSITY

Project Title: Dean's Grant Project

Principal Investigator(s): Dean Virgil Lagomarcino

Sponsoring Unit: College of Education

Year of Operation
2nd Funding Period
Year 1

Identifying Data

Iowa State University, located in Ames, was founded in 1863 as a land-grant institution. It has a current enrollment of about 23,500 students with a faculty membership of about 2,000. The College of Education, the sponsoring unit for the Dean's Grant, is organized into five academic departments: Elementary Education, Physical Education, Secondary Education, Industrial Education, and Professional Studies. Special Education teacher-preparation programs are conducted in the Department of Elementary Education. Support areas for the College include extension programs, student services, and the Rise Institute for Studies in Education. The major responsibility of the College of Education is teacher preparation.

Project Goals

The primary purpose of this Dean's Grant Project is to supplement the skills and knowledge of regular educators to make school programs more accommodative to the needs of handicapped children. This purpose is to be accomplished initially through a series of project objectives that are designed to modify the current undergraduate teacher-preparation programs in elementary and secondary education. These objectives are as follows:

1. The current Statement of Philosophy of the College of Education regarding teacher preparation in the area of handicapped children and youth will be reviewed and revised or reaffirmed, as deemed appropriate.
2. The level of awareness of the Elementary Education faculty relative to the educational needs of handicapped children and youth will be increased.
3. A list of teacher-competency statements designed to meet the needs of handicapped children and youth will be identified, discussed, and disseminated to the Elementary Education faculty.
4. Appropriate instructional materials for teaching the various knowledge, skills, and attitudes to pre-service teachers will be compiled, reviewed, and disseminated to the Elementary Education faculty.
5. The current field experiences (i.e., student teaching, etc.) for pre-service teachers in elementary education will be modified to include specific experiences in the mainstreaming of handicapped pupils.
6. The knowledge base, skills, and attitudes of professional and nonprofessional persons outside the College of Education will be enhanced through effective two-way communications with the Dean's Grant Project staff.

Plans for Reaching Goals

The Department of Elementary Education will be the focal point of the project during its first year. Various strategies will be used to achieve the grant objectives: the use of a Dean's Advisory Committee, inservice conferences, faculty seminars, faculty retreats, visits to other Dean's Grant Projects, faculty observations in the schools, and outside consultants.

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Products

Expected products upon completion of the first year of grant activities include the following:

1. A list of mainstreaming competency statements for use by regular elementary education faculty members.
2. The collection and listing of instructional materials for use by faculty members and students.
3. Evaluation instruments for use by department faculty members, students, and teaching personnel.
4. Modified course outlines for use by faculty members in teaching mainstreaming competencies.

UNIVERSITY OF NORTHERN IOWA

Project Title: The Preparation of Preservice Regular Classroom Educators Relative to the Education of Children with Exceptional Needs

Principal Investigator(s): Dr. Fred D. Carver, Project Director

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of Northern Iowa, one of three state Regent universities, comprises four colleges, two schools, and the graduate college, enrolling approximately 10,000 students. The College of Education, staffed by approximately 300 faculty members, encompasses six academic departments and one school. Bachelor of Arts degrees on education are offered in 36 major teaching fields; graduate study in education is available in 10 major fields of study.

Project Goals

The University of Northern Iowa's Dean's Grant Proposal is designed to develop an awareness of the educational needs of the handicapped student and the knowledge of the implications of those needs for the regular educator among university faculty members responsible for the preservice teacher education program. Through the three-year project period, faculty members will select instructional materials and strategies for integration within the currently existing preparation sequence. It is anticipated that, by the project conclusion, all preservice teacher education students will have received educational experiences designed to maximize their effectiveness in implementing the provisions of Public Law 94:142.

Plans for Reaching Goals

The first project year has been directed at intensive training of a selected group of faculty members representing key elements within the preservice program. This group, with the assistance of a faculty support group representing the various handicapping and specialty areas of the training programs, and an advisory group representing selected areas of education and related expertise in the surrounding community, have examined the current status of the program, discussed the implications of the Public Law 94-142 as it relates to the program, and selected and pilot-tested materials within the respective program elements. Evaluation information has been gathered relative to the current concerns of faculty members and the present level of student competence in regard to the education of students with exceptional needs.

The second project year is designed to expand the focus by involving additional faculty members, utilizing the original faculty pilot group for in-service training of the staff members within the various preparation components. This project year also will focus on the dissemination of information and experiences to other colleges and universities within the State of Iowa and to professional organizations represented by pilot faculty group members.

By the end of the second project year, approximately 45 faculty members will be actively involved in the actual integration of strategies and materials in their specific teaching responsibilities. By the completion of the project, over 1500 students will have received varying degrees of preservice preparation and at least 250 of these students will have received intensive training.

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CLARKE COLLEGE-LORAS COLLEGE-UNIVERSITY OF DUBUQUE

Project Title: Tri-College Cooperative Effort

Principal Investigator(s): Dr. Dolores Reihle

Sponsoring Unit: Tri-College Department of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The three Dubuque private liberal arts colleges, Clarke College, Loras College, and the University of Dubuque, signed a "Joint Venture Agreement" in 1969 that identifies them as the "Tri-College Cooperative Effort" (T.C.C.E.). This action formalized Tri-College cooperation and has enabled the Colleges to achieve objectives that could not be attained independently. The Teacher Education Unit at each College is part of the Tri-College Department of Education. The Tri-College Department of Education offers teacher-education programs in Early Childhood Elementary and Secondary Education. Students may complete a Special Education program at the University of Dubuque. All teacher-education programs are approved by N.C.A.T.E., North Central Association of Colleges and Secondary Schools, and the State of Iowa Department of Public Instruction.

Project Goals

The primary goal is to develop and carry out a faculty-development program for regular education faculty members that will enable pre-service teacher-education students to acquire the knowledge and skills needed to become effective teachers of mildly handicapped students in regular classrooms.

The major objectives in achieving this goal are as follows:

1. To promote faculty development in order to acquaint teacher-education faculty members of the three Dubuque Colleges with the content and implications of Public Law 94-142 for pre-service teacher-education programs.
2. To develop and carry out a program to infuse into the Tri-College undergraduate regular pre-service teacher-education curriculum the knowledge and skills needed by regular teachers to work effectively with handicapped students in regular classrooms.
3. To provide practicum experiences for regular pre-service teacher-education students in working with handicapped students in the least restrictive environment.

Plans for Reaching Goals

A Tri-College Project Planning Committee composed of the deans of the three Dubuque Colleges, the Tri-College Teacher Education chairperson, the chairpersons of the three Departments of Education, and the chairperson of the Special Education Department (University of Dubuque) assist in establishing goals and objectives for the project.

In addition, a Project Advisory Committee that is made up of members of the Tri-College Project Planning Committee, local school administrators, parents of handicapped children, a member of an organized group representing handicapped persons, a representative of the Iowa State Department of Public Instruction, three students (one from each college enrolled in a teacher-education program), and a college faculty member from outside the teacher-education faculty from each of the Tri-Colleges provides the Project Planning Committee with a broad perspective and valuable suggestions on proposed project activities. The committee also participates in establishing guidelines and priorities for project activities.

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During the first year the Project focused on faculty development; the emphasis was on acquainting the teacher-education faculty with the requirements of 94-142 and their implications for teacher education. This knowledge was considered essential for those faculty members who would be responsible for making decisions on curriculum and program changes needed to prepare regular pre-service teacher-education students to work with handicapped children in regular classrooms. During the second year the faculty will focus on identifying specific capabilities needed by regular teachers to work effectively with handicapped children in regular classrooms. Once these capabilities have been agreed upon, they will be adopted as requirements for students in the regular pre-service teacher-education program. Curriculum changes will be made to assure that students acquire these capabilities. The placement of regular pre-service teacher-education students in regular classrooms with identified handicapped children will take place in the Spring of 1983.

Participation in all project activities is open to all faculty members and administrators, although the target population will be faculty members responsible for the preparation of students in regular pre-service teacher education.

Activities designed to meet project goals include the following:

1. A series of Tri-College Faculty Awareness Workshops, which were conducted during the first year, dealt with the analysis of Public Law 94-142, the concept of least restrictive environment, characteristics and needs of handicapped children, special problems related to the education of handicapped students in regular classrooms, IEPs and options and implications for the Tri-College regular pre-service teacher-education programs.
2. At least four seminars are held each year to allow faculty members at each college to thoroughly examine the implications of Public Law 94-142 for the particular institution and in each curricular area of the regular teacher-education programs.
3. During the second project year, departmental and interdepartmental meeetings will be held on a regular basis to provide faculty members with an opportunity for in-depth study and consideration of competencies which should be considered for adoption as requirements for students in regular pre-service teacher education to assure that they will be prepared to work with handicapped students in the least restrictive environment. Considerable progress has been accomplished to date on identifying areas of capabilities that should be considered for adoption.
4. During spring of 1982, it is anticipated that faculty members will submit proposals for curriculum and program changes to be made in the regular teacher-education programs. When such proposals are approved, involved faculty members will proceed with the tasks associated with actually implementing those changes.
5. During the third project year, curriculum and program changes will be accomplished. The project staff and other faculty members will work with personnel in the area school systems to assure that both cooperating teachers and student-teaching sites will provide students who complete a regular pre-service teacher-education program with the opportunity to teach handicapped children in regular classroom settings.

Products

"Prioritizing Capabilities Needed by Regular Teachers to Work with Handicapped Children in a Regular Classroom."

These materials include a set of "Capability Cards," "Sorting Board," "Cluster Board," and "Tally Sheets" for both the Sorting Board and Cluster Board. These materials proved to be very effective in assisting the faculty in the selection of statements of capabilities (competencies) needed by a regular teacher working with handicapped children in a regular classroom setting.

ASSOCIATED COLLEGES OF CENTRAL KANSAS

Project Title:

Principal Investigator(s): Marie D. Sellberg, Executive Manager

Sponsoring Unit: Department of Special Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

The Associated Colleges of Central Kansas (ACCK) is a consortium comprising six private, liberal arts, four-year, church-related, coeducational colleges: Bethany in Lindsborg, Bethel in North Newton, Kansas Wesleyan in Salina, McPherson in McPherson, Sterling in Sterling, and Tabor in Hillsboro. All are located within 35 miles of McPherson, Kansas. The colleges have a student body totaling about 3,200 persons and faculties and staffs number about 350 persons.

Each individual campus offers both elementary and secondary teacher-education programs, in addition to other liberal arts major programs. Special education, as an adjunct to the teacher-training program, is offered through consortial effort. The special education faculty consists of two full-time and one part-time instructors.

Project Goals

1. To demonstrate understanding of the implications of P.L. 94-142 to the training of regular education as well as special education majors.
2. To form and work in committees within the consortium to revise more expeditiously the content and methods courses to reflect differentiated objectives for serving students who have diverse learning disabilities.

Plans for Reaching Goals

For the proposed project, the 25 full-time faculty members of the ACCK participating most directly in the regular teacher-training program will be engaged in a set of experiences designed to (a) address the issue of appropriately training their students, (b) examine concepts of individualization, and (c) integrate modes of differentiated instruction into the teacher-training courses in order to operationalize the precept of mainstreaming exceptional students in the regular classroom.

These faculty members will be drawn from the following areas of the regular teacher-preparation program:

Year One: Education - Elementary and Secondary, Art, Music, and Physical Education.

Year Two: Update and review for previous participants; target staff for this year: Secondary Methods, Home Economics, Vocational Education, and Industrial Arts.

Year Three: Update and review for previous participants; target staff for this year: Science and History

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UNIVERSITY OF KANSAS

Project Title: Integrating Mainstreaming Competencies Into an Extended Pre-Service Teacher Training Program for Undergraduate and Doctoral Level Students

Principal Investigator(s): Dale P. Scannell, Dean

Sponsoring Unit: School of Education

Year of Operation
3rd Funding Period
Year 1

Identifying Data

The University of Kansas is the largest state university in Kansas enrolling about 26,000 students. The School of Education within the University is composed of 125 faculty members, divided among seven departments: Curriculum and Instruction; Counseling; Educational Policy Administration; Educational Psychology and Research; Health, Physical Education and Recreation; Art, Music Education and Music Therapy; and Special Education. The full- and part-time Special Education faculty numbers about 23. The School certifies teachers in art, music, health education, physical education, and special education as well as the usual areas of certification in subject-matter specialties and elementary education.

Project Goals

The main purpose is to integrate previously developed mainstreaming competencies into an extended (5-year) teacher-training program. The school has recently decided to certify its graduates only after a five-year program composed of extensive course work and two student-teaching internships. The three major objectives of the project are as follows:

1. To develop an organizational and curricular plan for the preparation of undergraduate and pre-service doctoral students in the teaching of exceptional students in regular classrooms.
2. To carry out the organizational and curricular plan within an extended teacher-training program.
3. To disseminate the organizational and curricular plan.

Plans for Reaching Goals

Year I of the project is devoted to the initial development of an extended program curriculum, in which selected competencies are contained. Faculty groups will develop the course experiences, aided by information obtained from observation and assessment of recent graduates of the earlier four-year program. Strengths and weaknesses identified through this follow-up evaluation will be accounted for in the extended program.

Year II will begin the institution and continuing assessment of the new program. At this time, pre-service doctoral students training to assume leadership positions at other institutions will be instructed in the competencies involved, and will be given some initial training in supervision.

In Year III evaluation data revealing the impact of the extended program on students will be shared and disseminated. An organizational channel through which communication with other projects and teacher-training institutions can be enhanced will occur.

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Products

We currently have available four volumes of instructional modules designed to train undergraduates in competencies which we believe are necessary to teachers of exceptional children in regular education settings. These modules will form the base for the development of our extended program. The modules are Series I-Character Assessment; Series II-Planning for Instruction; Series III-Instructional Management; and Series IV & V- Communication Skills and Legal, Philosophical and Social Issues: Implications for Handicapped Students. These four modules make up the series "Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers."

Other Relevant Information

The following materials also are available: Performance Checklist of Student Teachers, Bibliography of Mainstreaming materials, and a packet of instruments used in the evaluation of the project, including faculty and student interview forms and surveys, feedback forms, and a first-year teacher follow-up survey. Also available is a list of mainstreaming competencies taken from the instructional modules. Other resources from the University of Kansas include faculty members who have worked in unit development and execution; graduate faculty members who have expertise in planning a school-wide graduate course based on IEP information.

WESTERN KENTUCKY UNIVERSITY

Project Title: A Staff Development Model for the Infusion of Mainstreaming Concepts and Skills into Pre-Service Teacher Education Programs

Principal Investigator(s): J. T. Sandefur, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Western Kentucky University is a regional state institution with an on-campus enrollment of 11,000 students. The College of Education is composed of six departments: Teacher Education, Educational Leadership, Psychology, Home Economics and Family Living, Physical Education and Recreation, and Military Science. The Department of Teacher Education has five program areas: Elementary and Early Childhood, Secondary, Exceptional Child, Library Science and Instructional Media, and Reading. About 100 faculty members in the College of Education and from other academic colleges directly participate in the preparation of prospective teachers. Western graduates about 300-350 regular elementary and secondary classroom teachers a year.

Project Goals

The Dean's Grant Project has two interdependent goals:

1. To develop, carry out, and institutionalize pre-service teacher-education programs based on the nine identified areas of competence that will prepare regular elementary and secondary teachers to provide effective educational services for exceptional children who are placed in regular classrooms.
2. To provide a systematic process of staff development that will enable the pre-service teacher-education faculty and cooperating teachers to develop the attitudes, knowledge, and skills needed to develop, carry out, and institutionalize redesigned teacher-education programs.

Plans for Reaching Goals

This three-year Dean's Grant Project is designed to build on the faculty attitudes, knowledge, and skills related to mainstreaming which were developed by a one-year Dean's Grant during 1980-81. The original strategies for achieving the project's goals included (a) the use of program redesign contracts for individual faculty members to support the cost of redesign, (b) the addition of two members of the Exceptional Child Program faculty to the project staff to provide consultation and support to faculty members working on program redesign, and (c) the opportunity for faculty members to visit other Kentucky Dean's Grant Projects to identify effective products and processes. A severely reduced level of federal support for the project and the lack of university funds have made carrying out these strategies impossible. Therefore, the project will seek to accomplish the staff development/program redesign goals by collaborating with the Department of Teacher Education's efforts to comply with state-mandated program changes in the elementary and secondary pre-service programs. It is believed that the project's collaborative participation in total program-change efforts should facilitate the institutionalization of program changes related to mainstreaming.

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The Concerns-Based Adoption Model (CBAM) developed at the Research and Development Center at the University of Texas at Austin will serve as the conceptual framework for planning, carrying out, and evaluating the project's staff development. Levels of Concern and Levels of Use will be used to monitor the project's progress toward its goals.

GRAMBLING STATE UNIVERSITY

Project Title:	Mainstreaming for Pre-Service Regular Educators	
Principal Investigator(s):	Dr. Burnett Joiner	
Sponsoring Unit:	College of Education/Department of Educational Leadership and Habilitative Services	Year of Operation 1st Funding Period Year 1

Identifying Data

Grambling State University is a state institution with about 4,000 students. It is located in Grambling, Louisiana. The 80-year-old predominantly black university is organized into six colleges and divisions: Education, Arts and Sciences, Business and Technology, General Studies, the Graduate Division, and Continuing Education. The University has a faculty of 227 professionals and appropriate facilities to offer general and professional training in various undergraduate and graduate programs. The College of Education has a faculty of 37 and is organized into the following departments: Educational Leadership and Habilitative Services, Teacher Education, and Health, Physical Education and Recreation. Undergraduate and graduate degree programs offered by the College of Education include Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Recreation. The special education program has a faculty of 5 members and is a component of the Department of Educational Leadership and Habilitative Services.

Project Goals

The overall goal of this Dean's Grant is to restructure the professional education curricula so that early childhood, elementary, and secondary education majors will exit the institution with the attitudes, skills, knowledge, and competencies demanded by mainstreaming, P.L. 94-142, and Act 754 of the Louisiana legislature. To achieve this goal, five project activities have been identified: (a) research and program development, (b) faculty development, (c) pre-service teacher training, (d) materials development, and (e) dissemination activities.

Plans for Reaching Goals

A variety of strategies and activities are employed to achieve the project's goals. During Year I, these activities include (a) establishing an advisory council that is representative of University faculty members, practicing teachers, the state education agency, and other experts in the field; (b) orienting the teacher-training faculty to the project, its goals and objectives, and expectations for faculty participation; (c) research activities for identifying the critical tasks performed by regular teachers of mainstreamed pupils, and translation of these tasks into a list of essential competencies for regular classroom teachers of mainstreamed children, (d) validating teacher tasks and competencies, and (e) restructuring existing professional education program components.

GRAMBLING STATE UNIVERSITY

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Products

In addition to the development of appropriate course outlines and related program materials, major products will be developed for use with prospective teachers and project faculty and staff. The project will produce the following: (a) a compendium of Teacher Competencies and Training Strategies for Mainstream Education, (b) a mainstream Primer for Regular Classroom Teachers, and (c) Preparing Regular Educators for Mainstreaming: A Procedural Manual for Colleges of Education.

UNIVERSITY OF NEW ORLEANS

Project Title: Mainstreaming Project: Curriculum, Instruction, and Administration

Principal Investigator(s): Charles S. Gifford, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

The University of New Orleans serves a student population of about 14,000 from the New Orleans metropolitan area. The College of Education maintains an undergraduate enrollment of 800 and a graduate enrollment of over 900. It is accredited by the National Council for Accreditation of Teacher Education for all program offerings (B.A., B.S., M.A., M.Ed., Ed.D., and Ph.D.).

Project Goals

The Dean's Grant Project is intended to develop changes in the training and curriculum of the elementary education program to provide newly prepared regular classroom teachers and administrators in the competencies to respond effectively to handicapped children in regular classroom settings. This goal will be accomplished in stages over a 3-year cycle.

Plans for Reaching Goals

Stage 1. Identify comptencies and hold related introductory institutes for faculty members.

Stage 2. Develop and pilot-test instructional units by faculty members in appropriate courses in the elementary education and educational administration programs.

Stage 3. The formal inclusion of refined instructional units in identified courses.

A project advisory council composed of faculty members representing the various departments within the College of Education have worked with the project staff to (a) identify competencies or areas of skills and knowledge which are requisite for regular class teachers; (b) develop modules of instruction to facilitate acquisition of the identified competencies; and (c) develop a plan for inserting these modules into existing courses in the current program. These activities will now emphasize the continuous revision and evolution of previous project activities.

Products

Module 1: Requirements and Intent of P.L. 94-142 and Louisiana Act 368.
Module 2: Characteristics of Exceptionalities.
Module 3: Referral and Diagnostic Process.
Module 4: Individualized Educational Program.

UNIVERSITY OF NEW ORLEANS

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HOOD COLLEGE

Project Title: Preparing Regular Educators for Mainstreaming

Principal Investigator(s): Dr. Charles E. Tressler

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

Hood College is a four-year, independent, liberal arts college for women, founded in 1893, with an enrollment of 1,700 students and a faculty of 108. The College offers 29 baccalaureate degrees and Master of Arts and Master of Science degrees. Hood is located in Frederick, a residential area an hour's drive from Baltimore and Washington, D.C.

The Department of Education offers majors in early childhood and special education and a certification program in certain secondary subject areas: art, biology, chemistry, English, French, German, history, home economics, mathematics, and Spanish. Graduate concentrations in education that lead to the master's degrees include early childhood education, special education, reading specialist, elementary school science, and mathematics.

Hood College prepares about 20 to 35 early childhood education and 20 to 25 secondary education certified teachers each year. Nine faculty members are assigned to teach early childhood, special education, and secondary education courses. Three part-time faculty members teach secondary teaching methods courses. Facilities include The Onica Prall Child Development Lab, founded in 1929 as a nursery school for 3- and 4-year-old children, the secondary education workroom, early childhood education workroom, and the elementary science curriculum materials center.

Project Goals

The purpose of the project is to enable Hood College to modify the curricula in early childhood and secondary education to provide newly prepared regular educators with competencies that allow them to respond effectively to handicapped children in regular classroom settings. Curriculum revisions, staff development programs, and acquired materials and resources will address the personnel competencies identified as most in need of training by the state Needs Assessment and the Preservice Steering Committee.

Faculty development: to train nine Hood College early childhood and secondary education faculty members in the knowledge, skills, and attitudes necessary to prepare regular educators to teach in mainstream settings.

Curriculum revision: to revise the early childhood and secondary education curricula so that all students graduating from these programs will be prepared to deal with handicapped children in regular classrooms.

Materials and resources: to develop a materials and resource center to support the mainstreaming competencies taught in the early childhood and secondary education programs.

Plans for Reaching Goals

Year 1 will be devoted to increasing faculty awareness of the requirements of P.L. 94-142 and its implications for pre-service preparation. Data from a needs assessment will be used in planning the content of the faculty development program. Activities will take the form of seminars, films, simulations, readings, informal presentations, on-site visits, and conference attendance. Guidelines will be developed for curriculum analysis and revision.

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Year 2 will be devoted to curriculum revision and initial implementation. The faculty will examine course content to ensure that teacher candidates are prepared to meet the special education needs of pupils in regular classrooms. Appropriate materials will be previewed and obtained.

Year 3 will be devoted to incorporating curriculum revisions in the remaining courses and developing a model for pre-service training programs for regular educators for teaching handicapped children in regular classrooms. Appropriate materials will be previewed and obtained. Throughout the three years, professional development activities will expand faculty knowledge of handicapping conditions and appropriate methods and materials.

Products

Products from the Dean's Grant include Needs Assessment; course outlines and competency statements for the early childhood and secondary education programs; and examples of units developed for specific courses.

UNIVERSITY OF MARYLAND - COLLEGE PARK

Project Title:

Principal Investigator(s): George Marx, Assistant Provost

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

The University of Maryland at College Park, with a student population of 38,000 offers a range of programs at the undergraduate and graduate levels. The University's curriculum includes courses of study within the areas of Agricultural and Life Sciences, Arts and Humanities, Behavioral and Social Sciences, Human and Community Resources, and Mathematical and Physical Sciences and Engineering. In addition, the University operates research facilities that provide an interdisciplinary approach to knowledge, such as the Center for Industrial Relations and Labor Studies, the Bureau of Government Research, and the Institute for Child Study. Also available to University students, faculty, and staff are research resources in nearby Washington, D. C., Annapolis, and Baltimore.

The College of Education is one of four professional colleges within the Division of Human and Community Resources. The College has seven departments: Education Policy, Planning, and Administration; Counseling and Personnel Services; Early Childhood-Elementary and Secondary Education; Industrial Education; Measurement, Statistics, and Evaluation, Special Education; and Human Development. The College offers programs at all educational levels from preschool through college; school librarians and resource specialists; educational work in trades, industries, and other non-school settings; personnel, counseling, and guidance services; supervision and administration; curriculum development; rehabilitation programs; and evaluation and research. The College of Education is committed to the following basic goals: increasing the amount of research activity and the influence of that activity in the educational programs; extending the quality of graduate programs within the College; and assuring that undergraduate programs prepare outstanding teachers and contribute to the enhancement of research and the graduate program.

Project Goals

The College of Education has committed itself to instilling future educators with those competencies deemed necessary for the effective education of handicapped children in least restrictive settings. In order to carry out this training mission, it is imperative that the faculty of the College become more knowledgeable about and adept in their skills in preparing teachers, administrators, and counselors to work in mainstreamed environments.

Plans for Reaching Goals

The project will provide intensive field-based training experiences with handicapped students supplemented with a bimonthly seminar. Over the 34-month period, a total of 30 faculty members in the College will participate in the activities. Faculty interns will be selected from persons working directly with teachers, administrators, and counselors. The objectives for the field experience as well as the related activities coincide with the competencies that have been identified as those necessary for educators working with mildly handicapped students.

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MORGAN STATE UNIVERSITY

Project Title: Program for Effective Teaching

Principal Investigator(s): Dr. Barbara L. Jackson

Sponsoring Unit: School of Education and Urban Studies

Year of Operation
1st Funding Period
Year 1

Identifying Data

This Dean's grant is a collaborative project involving the core education faculties of the four state-supported institutions of higher education in the Baltimore, Maryland, metropolitan area: Copin State College, Morgan State University (both historically black institutions), Towson State University, and the University of Maryland at Baltimore County (UMBC).

All four institutions offer degree programs in the liberal arts and elementary education but differ in the specializations offered for secondary education. At the graduate level, Coppin and UMBC offer limited programs whereas Towson and Morgan offer a master's degree in a large number of areas. Morgan is the only one of the four that offers a doctorate in urban educational leadership. By agreement with the state, Coppin offers a major in special education that is available to students at the other institutions as a specialization; it is the only one of the four that offers a master's in special education. Thus there are more full-time faculty members in special education at Coppin than at the other institutions.

Towson has the largest student body (about 13,000 total) and the largest education faculty, about 50. Morgan has a student body of 5,000 with an education faculty of about 25; UMBC has 6,000 students with an education faculty of about 20; and Coppin has the smallest enrollment--2,100--with an education faculty of 26. These figures include undergraduate and graduate students. Each institution is organized and governed differently.

Project Goals

The project has four major goals:

1. To bring about a change in attitudes, knowledge, and skills of the faculties so they can adjust their curricula to meet the mandates of P.L. 94-142.
2. To establish a relevant up-to-date resource bank of information for the education of handicapped people which then can be incorporated with the total teacher-education curriculum.
3. To review and revise curricula in a way to change existing programs rather than to create separate and different courses for teaching handicapped students.
4. To expand the number and type of sites and field experiences for prospective teachers and other personnel to provide more extensive and varied experiences with handicapped students.

Plans for Reaching Goals

During the first year of the proposed three-year project, activities will concentrate on the first two goals: staff development and resource development. The activities will include a retreat for the total core education faculty members (numbering more than 100) of the four institutions; faculty meetings organized on the basis of areas of specialization (i.e., elementary schools, secondary schools, foundations or educational psychology, early childhood); reading or special interest; field trips and visits to sites where

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exemplary programs are already in operation; and attendance at either the Council for Exceptional Children or the American Educational Research Association annual meetings.

Products

Year-end reports.

Other Relevant Information

The project will be governed by a steering committee composed of two faculty members from each of the four institutions along with the deans. By including faculty members from the four different institutions, the project will provide the opportunity for an exchange of information and ideas as well as philosophy and teaching strategies that may go beyond the expected outcomes related to P.L. 94-142.

CENTRAL MICHIGAN UNIVERSITY

Project Title:

Principal Investigator(s): Curtis E. Nash, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Central Michigan University is a state institution enrolling 16,200 students and employing about 675 faculty members. The University offers 10 baccalaureate degrees; advanced degree programs are offered at the Masters, Specialist, and Doctoral levels.

Central has responded to the needs of handicapped students by providing curricula in the areas of Mentally Impaired, Emotionally Impaired, Communication Disorders, Learning Disabilities, Special Ed/Voc Ed, and Psychology. The International Special Olympics in 1975 was organized and hosted on the Central campus.

Project Goals

The purpose of the Dean's Grant is to prepare pre-service teacher education candidates (about 700 annually) to teach handicapped children in regular classrooms. The overlapping phases in the three-year project are Awareness, Commitment, and Implementation.

1. Awareness (1979-80). Objectives included developing an awareness of (a) P.L. 94-142, Michigan Public Act 451, and the legal ramifications of these laws; (b) materials available for regular classroom teachers to use with mainstreamed students; (c) support services and personnel available to assist regular classroom teachers; and (d) programs that have established effective least restrictive environment teaching situations.

2. Commitment (1980-81). A Curriculum Design Committee of four tenured faculty members worked part-time with the Director and Coordinator to develop program revisions. Activities included (a) evaluation of lists of competencies necessary for classroom teachers working with mainstreamed students; (b) comparison of programs with revised curricula or additional required courses, including mainstreaming competencies; and (c) development of goal statements that integrated mainstreaming competencies into the teacher-education program.

3. Implementation (1981-82). The Curriculum Design Committee members along with the Director and Coordinator are organizing a program for faculty development that will (a) describe the designed program and facilitate its application in the teacher-education curriculum; (b) provide models and materials for adapting curricula to meet the needs of handicapped students in regular classrooms; (c) evaluate the effect of the revised program and establish a system for long-range evaluation; and (d) disseminate materials and information to accommodate and facilitate the program.

Plans for Reaching Goals

Year I strategies included various activities. (a) The project coordinator prepared and gave lectures appropriate to course curricula and conducted workshops on the education of handicapped students in regular undergraduate education classes. (b) Individual learning packets, modules, films, etc. were purchased after evaluation then made available to pre-service teachers. (c) Information was delivered to students via a series of 3 clock-hour workshops. Different personnel with expertise in education of the handicapped and/or interpretation of related legislation, programs, etc. were commissioned to conduct the workshops. (d) Field trips for students and faculty to visit exemplary sites were arranged. (e) Teachers and support personnel who had established effective least restrictive environment programs were brought to campus for lectures and seminars.

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Year II strategies centered on the following activities: (a) a Curriculum Design Committee (CDC) was established and met regularly; (b) visits to successful Dean's Grant Projects were made by CDC members; (c) the information gained from these visits was used to create a transition program for professional development and curricular change; (d) Mainstreaming Goal Statements were developed by the CDC with the participation of faculty members.

Year III strategies include conducting a mainstreaming retreat for CMU faculty members and a series of inservice workshops for the university faculty which will focus upon practical approaches to teaching handicapped students in regular classrooms. A Mainstreaming Resource Center has been established to provide materials for on- and off-campus use. A conference on "The Status of Child Advocacy" will culminate the project activities for the year.

Products

An annotated bibliography of materials is available in the resource center and a book, The Teacher's Guide to Mainstreaming: A Handbook for Regular Classroom Teachers.

MADONNA COLLEGE

Project Title:	Regular Education Preservice: Redesigning the Teacher Education Program for Implementation of P.L. 94-142
Principal Investigator(s):	Norene F. Daly, Chair, Education/Psychology Sr. Rose Marie Kujawa, Academic Dean
Sponsoring Unit:	Education/Psychology Department

Year of Operation
1st Funding Period
Year 2

Identifying Data

Madonna College is a coeducational, liberal arts college with a student body of 3,213. The current enrollment in the teacher-education program is 80 full-time and 176 part-time students. It is estimated that 35 students will graduate during each project year. All divisions of the college have adopted competency-based instruction.

Project Goals

The Madonna College project seeks to involve faculty members on a total institutional basis to identify required teacher competencies and restructure the professional education sequence and subject content courses to meet the requirements for teachers who will work with handicapped pupils in settings providing the least restrictive environment and other mandates of P.L. 94-142. The project goal corresponds to the Office of Education personnel preparation priorities and the Michigan Comprehensive System of Professional Development.

Plans for Reaching Goals

Major objectives subsumed under the project goal will be achieved by the following methods: (a) Faculty knowledge of the implications and mandates of P.L. 94-142 will be developed through initial workshops and a series of occasional papers. (b) Enhanced cooperation and interaction among the College and public and private schools in Southeastern Michigan will be developed by providing material and personnel resources for participation in personnel-development training related to the least restrictive environment and other mandates of the law. (c) Pre-service teacher-education classes, seminars, and demonstrations will be conducted in the College Curriculum Library, a learning laboratory equipped with materials required for project activities. (d) Teacher-education modules will be developed for pre-service training at a series of faculty workshops and by engaging highly successful local teachers to work as knowledge-experience resources in college classrooms. (e) The restructuring teacher-education curriculum, including required teacher competencies at appropriate developmental levels, will be put in place through a series of faculty workshops. (f) Each of the six faculty workshops will include evaluation components. The restructured teacher-education curriculum will be evaluated by analysis of syllabi and comparison of opinions from the 1980-81-82 graduating classes.

The project is currently phased into a two-year span. The first year, ending May 1981, includes the tasks of developing faculty knowledge of P.L. 94-142, the identification of required teacher competencies, and initial faculty work in developing competencies at various developmental levels into teaching modules. Major tasks for the second year will be final development of teaching modules, placement in the professional sequence and content courses, acceptance of syllabi responsibilities, and installation of the redesigned program.

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UNIVERSITY OF MICHIGAN

Project Title: Dean's Project on Mainstreaming

Principal Investigator(s): Dr. Percy Bates, Professor of Education

Sponsoring Unit: School of Education

Year of Operation
2nd Funding Period
Year 3

Identifying Data

The University of Michigan has campuses in Ann Arbor, Flint, and Dearborn. It enrolls 46,407 undergraduate and graduate students of whom 35,223 are enrolled at Ann Arbor. As one of the largest of the University's 17 schools and colleges, the School of Education/Ann Arbor enrolled in 1981 a population of 1494; approximately 43% are at the undergraduate level. The School of Education has about 89 FTE faculty members who provide 13 programs. The majority of undergraduates are enrolled in the Curriculum and Instruction program, which leads to the provisional teaching certification.

Project Goals

The UM - Ann Arbor project is one of the original Dean's Grant Projects. Its priorities are directed to the following three major targets:

1. Within the School of Education: (a) To work for curricular developments that reflect the mandates of Public Law 94-142; (b) to work with individual faculty members to modify and/or expand upon their knowledge, skills, and attitudes regarding teaching exceptional children in regular classrooms; (c) to assist in the preparation of pre-service undergraduate and pre-service and inservice graduate students to deal with the special needs of exceptional children in regular classrooms; (d) to develop practical resources for use by project and university staffs and students in the areas of exceptionality and individualization in the regular classroom.
2. Within the Model School (Field Site) Component: (a) To continue dialogue with professionals in the field, leading to greater understanding of their perceptions of classroom-teacher needs for successful mainstreaming; (b) to support the seminars, workshops, and resources that have been developed to meet that need; (c) to support the existing viable field model for pre-service educators who want to obtain a first-hand experience in dealing with exceptional children in regular classrooms; (d) to continue to support quality research in the field that provides evidence for and insight into appropriate environments and methodologies for mainstreamed students.

Plans for Reaching Goals

1. Continued support and assistance to teacher-education faculty members through the use of the "packet" concept.
2. Continued use of field sites and the development of additional sites for hands-on mainstreaming experiences for pre-service students.
3. Continued evaluation and modification of existing strategies.
4. Development of appropriate mechanisms for the institutionalization of project goals.

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Products

Packet outlines. Each packet includes an outline of the goals and objectives for specific mainstreaming topics; an overview of the concept; a variety of in-class activities, background readings, and handouts; media possibilities; and suggestions for areas of inclusion in curricula.

Resources

As one of the original Dean's Grants Projects, we have developed personnel and material resources in virtually all areas of curriculum and instruction, social foundations, school psychology, special education, and the creative arts.

Inter-institutional Supports

Faculty development (one-to-one consultation); resource development; field site development; and general information on Dean's Grant funding.

COLLEGE OF SAINT TERESA

Project Title: Preparing Regulars in Special Education (PRISE)

Principal Investigator(s): Randolph J. Schenkat, Project Director

Sponsoring Unit: Department of Education and Academic Affairs Office

Year of Operation
2nd Funding Period
Year 1

Identifying Data

The College of Saint Teresa is a resident Catholic College for women with a total enrollment of 650. The Education Department enrollment is 95 students with a faculty of 6 members. In addition to a series of regular education programs leading to certification from preschool to secondary teaching, the College has certifiable programs in Mental Retardation and Speech and Language. The College has baccalaureate programs leading to degrees in Nursing and Social Work.

Project Goals

While the project seeks new funding, it will center on five new purposes which have surfaced as areas of concern at CST and have implications for Dean's Grant-type efforts in general. The five goals are:

1. Ensure that Education Department students have a liberal education and that it is applied in their teacher-preparation sequence to enhance their ability to work with "diverse" students.
2. Ensure that all faculty members in the designated helping professions (Nursing, Social Work, Communication Disorders) acquire an understanding of the concept of normalization and that this understanding is translated into relevant course modifications.
3. Establish that CST graduates work effectively with handicapped students in their job settings.
4. Ensure that the first three years of effort under PRISE are sustained and expanded upon.
5. Continue dissemination of PRISE practices.

Plans for Reaching Goals

The activities underlying these purposes will be carried out partially through the effort of faculty members during workshops for which stipends will be awarded and through academic year meetings.

A .50 FTE Project Director will be responsible for project activity completion.

Products

1. The Effective Fit of Regular and Special Education Competencies in the Preparation of Regular Classroom Teachers.
2. The Unthinkable Things We Do to Help Handicapped Children.
3. Blooming Freshman: Orientation for Freshmen on use of Bloom's Taxonomy to assist in synthesizing their college learning.
4. Presentation to Minnesota AACTE Group, April 1980.
5. Special Education as a great experiment--Education Unlimited: publication of CST paralleling IEP and Scientific Methods.
6. CST's Characteristics of a Liberally Educated Person.

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7. Teaching Reasoning: The Essential Element in Teacher Preparation for Mainstreaming Education.
8. CST's Draft: Education Majors' Critical Thinking Assessment.
9. Documentation for State Department Education Validation of Infused Mainstreaming Competencies.
10. The place of Teacher Preparation in meeting the needs of all children in an Austere Decade.

Other Relevant Information

Much of the effort at CST is predicted on the assumption that often special and regular education content is not that unique, particularly with reference to the mildly handicapped child, who 9 chances out of 10 will be the mainstreamed student. Much of the difference is jargon only. The key in any teacher's (either regular or special education) instruction of a handicapped child is direct application of the thinking processes underlying the scientific method.

The Education Department has undergone a thorough curricular revision as a result of the Dean's Grant. It has stripped away unnecessary content duplication; focused on ensuring more mastery of currently taught content, which is often similar to special education content; and synthesized appropriate and distinct P.L. 94-142 subject matter into the existing course of study.

ALCORN STATE UNIVERSITY

Project Title: Regular Education Pre-service Dean's Grant: Pre-service Preparation of Regular Classroom Teachers to Work with Handicapped Children in REgular Classrooms

Principal Investigator(s): John I Hendricks, Chairman

Sponsoring Unit: Department of Education & Psychology

Year of Operation
1st Funding Period
Year 2

Identifying Data

Alcorn State University is one of two land grant, co-educational public institutions of higher education in the State of Mississippi. It is one of eight publicly supported colleges and universities in the State, all of which admit students without regard to ethnic or racial background.

ASU has grown from its inception in 1971 to an institution of over 2500 students. While chartered as a land grant institution, the majority of the graduates have been in education. ASU offer bachelor's and master's degrees in elementary, secondary, and special education.

ASU is organized into 5 major academic divisions for instructional purposes. These divisions are: Division of Arts and Sciences; Division of Business; Division of Agriculture and Applied Science, Division of Education and Psychology, Division of Nursing.

Each division is composed of several academic departments, each of which offers one or mor courses of study.

Project Goals

The goal of the Alcorn State University Dean's Grant progarm is to expand the training of the regular education students regardint the education of handicapped children in the regular classroom. This goal will be met through direct instruction to students, faculty, in-service activities and a resource support system.

Plans for Reaching Goals

All education majors will be involved in two courses in special education which are specifically designed for regular education students. In addition, special education components regarding exceptional children will be included in all regular education methods courses.

Faculty inservice will involve a seminar series and a special one-day conference. This inservice will aid faculty in offering the special component of regular classes. The resource support system is designed to provide information in support of the first two components. Included in the support system will be guest lectures, workshop presentations to regular classes, trips and newsletter.

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Products

Quarterly newsletter; course guide; annotated bibliographies in exceptionalities; list of available instructional materials; lecture, audio, and video tapes.

Interinstitutional Supports

Experienced instructors in mainstreaming workshops; grantsmanship skills; needs assessment; program planning and development.

Other Relevant Information

Member of Mississippi's State-wide Committee on the Handicapped.

JACKSON STATE UNIVERSITY

Project Title: I'm a Lot Like You, III

Principal Investigator/Dean: Dr. Beatrice B. Mosley, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Jackson State University, historically a black institution, is located in Jackson, Mississippi, the capital and largest city in the state. The fastest growing city in the deep South, Jackson has a three-county metropolitan area with an estimated population of 356,662. Teacher education has been a major function of the University since its inception in 1877, and the University continues to serve the state of Mississippi and the nation by preparing teachers. The University has made great strides toward keeping its teacher-education program relevant. Toward that end, it was city by the American Association of Colleges for Teacher Education for excellence in teacher education.

Project Goals

The Dean's Grant, I'M A LOT LIKE YOU, III, is designed to achieve several goals: (a) To provide an inservice training program for the School of Education faculty members which will strengthen the regular education program by establishing continuity between the regular class concepts of instruction and special education; (b) to provide a training program for regular education pre-service teachers which will enable them to enhance the education of all handicapped children in a school setting; and (c) to provide a collaborative link between the Project and other institutions that have not participated in Dean's Grant Activities.

The I'M A LOT LIKE YOU material was developed by the University of Wisconsin-Milwaukee as part of their Dean's Grant. The UW-M program was designed to train regular education students and teachers as well as other school personnel to understand and work with exceptional education students.

Plans for Reaching Goals

The following strategies are employed: the I'M A LOT LIKE YOU materials (regular teacher-education graduate students are trained to present modules to faculty members and students in the population) and the Computer Managed Data Evaluation Program (CMDEP). The latter will be used as a data storage bank and retrieval system to ascertain faculty and student gains and to monitor program effectiveness.

The first three years of the project have been geared toward awareness and knowledge activities for faculty members and students. Future plans include establishing a collaborative link between the Project and other institutions that have not participated in Dean's Grant activities.

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Products

Quarterly newsletter; annotated bibliographies on topics related to exceptional students; and video tapes.

UNIVERSITY OF MISSISSIPPI

Project Title: Faculty Development for Teacher Educators in the Least Restrictive Environment

Principal Investigator(s): Sylvester A. Moorhead, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

The University of Mississippi is a state institution. The School of Education serves about 835 undergraduate students and has about 85 full-time faculty members. The School of Education, which is organized as follows, offers graduate programs in all areas:

1. Department of Curriculum and Instruction: (a) elementary education, (b) secondary education, (c) special education (2 full-time faculty members), (d) reading, (e) early childhood, (f) education media.
2. Department of Education Administration, Counseling, Psychology, and Higher Education.
3. Department of Home Economics.
4. Department of Physical Education and Recreation.

Project Goals

To improve regular education students' knowledge of and attitudes toward handicapped students. In the state of Mississippi a large proportion of the exceptional children in schools are being served in the regular classroom. In compliance with P.L. 94-142 this project will attempt to provide the training in individualization necessary to allow regular classroom teachers to provide appropriate services for all the children they serve.

Plans for Reaching Goals

The Project staff has worked directly with one faculty member in each area within each department. That faculty member then served as the liaison to the remaining faculty members in his/her area. Over the three-year period faculty members will be exposed to the concept of mainstreaming through a combination of seminars, field experiences, and development of mainstreaming modules and curricula for use in regular education courses.

All undergraduate students in the School of Education will be affected by the project. The estimated number of bachelor degrees that will be granted in education over the 3-year period of the project is 750.

The project will be evaluated with an adaptation of the Discrepancy Evaluation Model to assess the following components: (a) introductory special education course for all education majors, (b) professional development (Training and Practica for Regular Education Faculty), and (c) mainstreaming modules for use in regular education courses.

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Products

Products available May 1982 include:

Article: F. J. Eicke. Counselor Role in Placement Testing.

Syllabus: Graduate course--The Organization and Administration of Programs for Exceptional Students (team-taught by Special Education and Educational Administration).

Articles in Preparation: S. Shapero & M. Dupper.

a. Legality of Certification Requirements Which Discriminate Against Handicapped Teachers.

b. Liability for Injury to Handicapped Students in Physical Education Classes.

CENTRAL MISSOURI STATE UNIVERSITY

Project Title: Dean's Grant: Pre-Service Regular Education Curriculum Reorganization

Principal Investigator(s): Patrick Coonley
Dean Robert Gard

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

Central Missouri State University is located in west central Missouri and directly serves a 21-county area and 119 school districts in rural, urban, suburban, and inner-city Kansas City Public Schools. CMSU has an enrollment of about 9,500 students and more than 550 faculty members. The CMSU School of Education has an enrollment of about 3,200 students and 93 faculty members. During 1979-80 school year, CMSU awarded 656 bachelors of science in education degrees, 237 master of science in education degrees, 47 educational specialists degrees, and over 1,300 teacher certificates.

Project Goals

CMSU has been mandated to reorganize its curricula because (a) the University is going from a term to semester system, (b) Missouri teacher certification requirements, which have been substantially revised, are to become effective in 1981, and (c) pre-service teacher-education programs must be responsive to the concerns for P.L. 94-142 and mainstreamed students. Hence, this project occurs at a unique and opportune time to impact upon the entire CMSU teacher-preparation program.

The basic goal of this project is to infuse competencies to teach handicapped students within the total teacher-preparation program. The philosophy to be fostered is that handicapped pupils are integral to the normal system, not separate or different; hence, the entire teacher-preparation program should include competencies to serve mainstreamed students rather than offering them in a separate, special education course.

Plans for Reaching Goals

1. To design a teacher preparation program than exposes pre-service educators to their roles in meeting the needs of handicapped children in the mainstream.
2. To develop the explicit teacher competencies needed to serve all students.
3. To develop a vigorous field experience component that supports access to handicapped learners.
4. To establish a sequence of courses to maximize experiences and learning, including access to handicapped learners.
5. To provide resources, methods, and materials for regular teachers to serve mainstreamed students.

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UNIVERSITY OF MISSOURI - COLUMBIA

Project Title: Project PREME (Preparing Regular Educators for Mainstreaming the Exceptional)

Principal Investigator(s): Bob G. Woods, Dean

Sponsoring Unit: College of Education

Year of Operation
3rd Funding Period
Year 1

Identifying Data

The University of Missouri at Columbia comprises 14 academic divisions and enrolls about 23,500 students. The College of Education provides a comprehensive set of programs for teachers, counselors, and school administrators. It comprises seven departments, including the Department of Special Education, and about 175 faculty members.

Project Goals

Project PREME has as its overall emphasis the development of faculty knowledge and skills relative to the concept of the least restrictive environment. This general goal has been achieved with respect to UMC teacher educators who prepare teachers for the fields of early childhood education, elementary education, secondary education, and special education. During this funding period, Project PREME will employ the model that it developed during the first two funding periods to prepare school administrators and school counselors. The project goal, therefore, is to provide opportunities for staff development and curricular change that will facilitate the preparation of school administrators and counselors for leadership foles in the education of handicapped children and youth in regular classrooms.

Plans for Reaching Goals

The project is designed to apply the validated UMC teacher-preparation program model to the preparation of administrators and counselors so that they can better provide services to both handicapped students and the teachers who serve them. Four subcomponents are included in the project: (a) an interuniversity conference for professors of educational administration and professors of guidance and counseling representing 10 other Missouri institutions that prepare school administrators and counselors; (b) curriculum review and revision of the programs in the Department of Educational Administration and the Department of Educational and Counseling Psychology that focus on the preparation of school personnel so that they will develop the attitudes and competencies needed by administrators and counselors to implement P.L. 94-142 and meet the needs of special students; (c) faculty inservice activities in the two departments to develop faculty knowledge, skills, attitudes, and methods in preparing prospective counselors and administrators, and to promote faculty commitment to the project goals; and (d) program management and evaluation to ensure that the objectives of the proposed project are met.

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UNIVERSITY OF MISSOURI/COLUMBIA

Project Title: Mainstreaming Handicapped Children and Youth in Community Settings

Principal Investigator(s): Dr. George F. Nickolaus, Dean

Sponsoring Unit: College of Public and Community Services

Year of Operation
2nd Funding Period
Year 1

Identifying Data

The University of Missouri-Columbia is an institution with four campuses: Columbia, Kansas City, Rolla, and St. Louis. Established in 1839 at Columbia (the oldest and largest of the four campuses), the University is recognized as the first state university west of the Mississippi River and was designated a land-grant university in 1870. In addition to its traditionally assigned tasks of teaching and research in campus settings, the University has extended its educational benefits to all sections of the state of Missouri. The University is governed by the Board of Curators. The president of the University and his staff coordinate programs of all fourcampuses. The chancellors are the chief academic and administrative officers for their respective campuses. The University faculty is composed of 2,217 members who teach approximtely 23,400 students.

The University of Missouri-Columbia has 17 divisons: The College of Agriculture, Arts and Science, Business and Public Administration, Engineering, Education, Home Economics, Public and Community Services, and Veterinary Medicine; the Schools of Journalism, Law, Library and Informational Science, Medicine and Nursing, the Graduate School, the School of Forestry, Fisheries and Wildlife within the College of Agriculture, Extension Division, and Health Related Professions.

Project Goals

The project relates to personnel preparation to mainstream handicapped children and youth in community settings. This project focuses on facilitating the process of handicapped children and youth experiencing and participating in the mainstream of community activities and functions in the last restrictive environments.

Project Objectives

Objectives over the three-year project period include:

1. Undertake and complete basic start-up activities.
2. Establish an interdisciplinary advisory committee.
3. Develop and implement an information-sharing system for select universities within the state of Missouri.
4. Identify needs and problems related to mainstreaming within community service delivery systems.
5. Initiate the retrieval component of MIRADO/CSD (Mainstreaming Information and Dissemination Operation Service Delivery).
6. Develop a pre-service course concerning mainstreaming and community service delivery in the College of Public and Community Services.
7. Maintain a system of reporting project activities to the BEH Project Officer.

Project Activities

1. Survey the state of the art of mainstreaming handicapped children and youth in community settings.

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2. Convene needs assessment/awareness sessions to determine levels of awareness, materials, and information available.
3. Initiate interviews with parents of handicapped children and youth, community service agencies, and select faculty from UMC and select universities in Missouri.
4. Implement suggestions developed by the Mainstreaming Advisory Committee.
5. Develop curricula materials relative to the construction of a pre-service course on mainstreaming.
6. Develop presentations/training sessions for workshops, conferences, seminars on mainstreaming in community settings.
7. Initiate a Mainstreaming Institute in cooperation with the Extension Division at UMC and the Missouri Park and Recreation Association.
8. Conduct site visits to programs, services, and areas that facilitate the mainstreaming concept.
9. Survey the educational system for insight into mainstreaming concepts, prevailing issues, and areas of concern.
10. Initiate a needs assessment statement to guide direction of future project activities.
11. Develop a slide-tape presentation on mainstreaming in community settings.
12. Conduct a literature search and retrieval of informational materials on mainstreaming in community settings.
13. Provide program/service consultation on mainstreaming in community settings.

Products

Project Training Module Series: Training modules have been designed and developed by the project to assist trainers/leaders in conducting group process-oriented training sessions to promote the process of including handicapped youngsters in regular community youth and recreational programs. Particular emphasis is placed on assisting youth organizations, agencies, and the community in fostering an environment of acceptance in "mainstreaming" handicapped youngsters into regular activities and programs. The modules have been field tested in project workshops, conference presentations, and related activities.

Each training module is designed with a common format: session title, setting for implementation, time required, session procedure, expected outcomes, and necessary supplemental materials and tools. The completed training modules are:

1. Mainstreaming Handicapped Youngsters in Specific Community Youth Organization Programs
2. Including Youngsters with Special Needs into Regular Youth Programs.
3. Barriers to Community Mainstreaming.
4. Introduction of Handicapped Youth into Community Recreation Programs.
5. Basic Issues for Discussion of the Topics of Community Mainstreaming.
6. Community Resource Plan Development Strategies.
7. Social Recreation Mainstreaming Considerations for Specific Disabilities.

Additional products available from the project include: bibliographies; audio-visual list; course outline (Community Mainstreaming); community needs assessment report; newsletter mailing list; workshop training packet; video tapes; slide-tape presentations; other training materials.

Topics on which project staff have additional expertise which they are willing to share with other grant or non-grant institutions include: Problems in Community Mainstreaming; Orientation to Community Mainstreaming; Attitude Awareness Change; Leadership Strategies and Techniques; School/Community Youth Agency Cooperation; Guides for Community Mainstreaming; Establishing an Agency or Community Plan to Mainstream Children in Regular Community Programs.

MONTANA STATE UNIVERSITY

Project Title:

Principal Investigator(s): Dr. John Kohl

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

Montana State University is a comprehensive, multipurpose institution maintaining programs of instruction, research, and public service in the tradition of land-grant colleges. It serves 11,000 students with an academic faculty of about 500. Instruction is offered through the colleges of agriculture, arts and architecture, education, engineering, and letters and science, and the schools of business and nursing. Instruction leading to the bachelor's degree is offered in 42 fields, with graduate instruction in 37 fields at the master's level and in 20 fields at the doctoral level. There has been no special education program in the college of education, but several departments have offered individual courses designed to prepare teachers to manage handicapped learners in school settings.

Project Goals

1. To prepare undergraduate and graduate students in the College of Education who possess the necessary competencies to successfully integrate handicapped children into regular classrooms.
2. To expose the same students to experiences at both the university and public school setting which will develop positive attitudes toward, and willingness to work with, handicapped children.
3. To affect faculty training to a degree that the identified necessary teacher competencies for the preceding objectives will become an integral part of the on-going curriculum.
4. To effect curriculum changes within the College of Education so that the identified competencies will be included with minimal curriculum expansion.

Plans for Reaching Goals

It is anticipated that during the first year of the grant staff members will be totally responsible for the preparation and presentation of appropriate instructional units in classes that are currently offered in the various departments of the College of Education, working with faculty members to determine which identified needed competencies are best suited for inclusion in each course offering.

During Year 2 it is anticipated that the preparation and presentation will be a joint effort of grant staff and the professional faculty member responsible for each class, and during Year 3 the faculty member alone will be responsible for the presentation/evaluation of the instructional material necessary for the needed competency, with a grant staff member in attendance.

This sequence was developed in an effort to avoid problems identified by previous Deans' Grants, that is, the gap between special education and regular education, fear of losing territory and control of curriculum by regular education faculty, a minimal knowledge base, and elementary/secondary program differences.

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UNIVERSITY OF NEBRASKA - LINCOLN

Project Title: Preparing Elementary and Secondary Teachers to Teach Handicapped Children in the Regular Classroom: A Dean's Grant Consortium Approach

Principal Investigator(s): Dr. Robert Egbert, Dean

Sponsoring Unit: Teachers College

Year of Operation
1st Funding Period
Year 1

Identifying Data

The Mainstream Consortium Project is a consortium of eight institutions of higher education in Nebraska: four State colleges (Chadron, Kearney, Peru, and Wayne), three private colleges (Concordia, Doane, and Union), and the University of Nebraska-Lincoln. The project provides a support system for these seven colleges, building on already existing mainstream activities within each college and using the experience of the University of Nebraska-Lincoln Teachers College faculty and former Mainstream Project staff in developing and following the mainstream curriculum. The four state colleges, located respectively in the west, northeast, southeast, and central portions of the state, all provide teacher-education programs to predominantly rural populations, the majority of whose graduates teach in Nebraska in communities of less than 10,000 population. With programs in both regular and special education, these institutions employ a total of about 100 full- and part-time teacher-education faculty members and graduate a total of about 825 students in elementary and secondary education per year. The three private liberal arts colleges, all located in eastern Nebraska, provide teacher-education programs to religiously affiliated populations from the region; in contrast, the majority of these graduates teach outside Nebraska, frequently in religiously affiliated schools. The total teacher-education faculty of the three private colleges (two of which include special education) is about 85, with about 335 regular education students graduated each year. The seven Consortium colleges, excluding UNL, employ a total of about 150 education faculty members and enroll a combined total of 4,000 elementary and secondary teacher-education majors. The University of Nebraska-Lincoln (UNL), one of two campuses of the State University System, draws its 25,000 students from the few urban centers and the many rural areas that characterize the state. The Dean's Project operates within the UNL Teachers College, which has a full-time faculty of about 150 and graduates yearly about 535 students in elementary and secondary education.

Project Goals

1. To develop a plan for and carry out curricular changes integrating mainstreaming instruction within the teacher-education programs in each of seven private and public Nebraska colleges in the Consortium.
2. To provide assistance and training to consortium college faculties to increase their knowledge and awareness of issues and approaches in educating handicapped learners and to strengthen their capability to select, adapt, develop, and use strategies and materials in their teacher-education programs.

Plans for Reaching Goals

Goal 1: "To develop a plan for and implement curricular changes...," involves the coordination of personnel in a process of curriculum development and implementation. Key personnel within each Consortium college include, in addition to the respective dean of education a Curriculum Integration Coordinator (FTE ranging from .20 to .67, depending

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upon size of respective teacher-education program), Internal Task Force, and local Advisory Committee; within the University of Nebraska-Lincoln Teachers College, Project staff and Technical Assistance Committee; and at the State level, a State Advisory Committee. Process among these personnel to identify curriculum and procedures for implementation, measurement, and documentation includes meetings of Curriculum Integration Coordinators, Technical Assistance Committee, and Project staff; planning meetings in which respective Deans participate, Curriculum Integration Coordinators, and teacher-education faculties; and meetings with respective Advisory Committees.

Goal 2: "To provide assistance and training to Consortium college faculties...," involves the appropriate provision of technical assistance and use of curriculum materials. Technical assistance is coordinated and provided by UNL to the seven colleges in the form of awareness and information seminars; field visits; participation in state, regional, and national meetings; and collaboration with resource personnel. Use of mainstream-related curriculum materials/media by the seven colleges takes the form of dissemination of information about materials by UNL; preview and use of UNL materials and materials available nationally; dissemination of UNL-developed instructional materials; technical assistance regarding their use; intracollege and intraconsortium collaboration regarding their modification; technical assistance from UNL to each Consortium college in previewing and selecting instructional materials for use in curriculum integration, disseminating of consumable materials, systematizing dissemination, and using Internal Task Forces to determine needs for materials.

The sequencing of strategies for reaching Goals 1 and 2 is concurrent, with both planning and technical assistance processes beginning during Year 1. Implementation of mainstream curriculum should occur during Year 2, with its refinement and continuation of technical assistance taking place during Year 3.

UNIVERSITY OF NEVADA - LAS VEGAS

Project Title: Dean's Mainstreaming Grant

Principal Investigator(s): Dr. Richard C. Kunkel

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

The University of Nevada-Las Vegas is a state university enrolling about 11,000 students. The College of Education graduates 200 students per year in teacher education and has a professional faculty of 64. The college provides education leading to the bachelor's, master's, specialist, and doctoral degrees.

Project Goals

The College of Education feels that the education of handicapped students should be a shared responsibility of faculty members, administrators, and school district personnel. Therefore, the Dean's Grant Project is designed:

1. to stimulate curricular adjustment pertaining to teacher-education programs;
2. to provide inservice development necessary for regular education faculty members to incorporate mainstreaming content into their course work;
3. to provide for the use of IEPs at the undergraduate level before student teaching;
4. to develop and identify elementary and secondary schools within the Clark County School District noted for their mainstreaming practices and to use them for field placements of undergraduate students; and
5. to involve the rural communities of southern Nevada in a needs assessment that relates the mainstreaming process to individual schools and provides essential information to UNLV faculty members.

Plans for Reaching Goals

1. Year 1: Inservice programs and workshops designed to foster interdepartmental cooperation, communication, and positive attitudes pertaining to mainstreaming and P.L. 94-142.
2. Year 1: Field-based experiences designed to give faculty members first-hand experiences with school district personnel, resource teachers, handicapped children, and the mainstreaming process. These field experiences will be carried on at selected sites within the Clark County School District and rural communities of southern Nevada.
3. Year 1: Compile a bibliography of materials and make them available to the faculty. This bibliography will be constantly updated as new materials arrive; they will be distributed to all faculty members to help them to incorporate mainstreaming content into their course work.
4. Year 1: Develop a videotape on all the processes of establishing an IEP (Individual Education Program) for each handicapped student, as carried out in the public school system.
5. Years 2, 3, etc.: Acquaint and develop IEPs for undergraduate students prior to the student-teaching experience.

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UNIVERSITY OF NEVADA - RENO

Project Title: Premainstreaming: A Commitment in Education (PACE)

Principal Investigator(s): Edmund J. Cain, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Located on the eastern slopes of the Sierra Nevadas, just 30 minutes from beautiful Lake Tahoe, the University of Nevada-Reno campus is situated on 200 acres. It is a land-grant institution that serves the 150,000 residents in the immediate Reno vicinity as well as residents throughout Northern and rural Nevada. As a division of the University of Nevada System, it provides a diversity of professional preparations in nine colleges, including the only teacher-preparation program in Northern Nevada. Of the 8,000 or so students, over 1,000 are enrolled in the College of Education's baccalaureate, master's, specialist, and doctoral degree programs.

Project Goals

Having a relatively small yet cohesive staff of 44 professional members, including four special education specialists, the College felt that handicapped education should be a shared responsibility across the preparation of teachers, administrators, and support personnel. Therefore, the faculty, representing seven preparation areas, committed itself to pursuing an interdisciplinary approach to the integration of handicapped education. It will strive to infuse handicapped education into preparation in the absence of such linkages. The general objectives of the faculty for the first year of the project are as follows:

1. To work cooperatively as change agents in upgrading the preparation programs of the College to better respond to the unique needs of exceptional children.
2. To develop a process that encourages faculty participation, discussion, and evaluation at each stage of student preparation relative to the needs of handicapped students.
3. To provide faculty inservices for the purpose of solidifying attitudes, knowledge, and skills relative to mainstreaming exceptional children.
4. To promote interdepartmental activities as incentives for faculty participation in handicapped education.
5. To seek participation in program development from a broad sector of professional, public school, parent, student, community, and state personnel.

Plans for Reaching Goals

Our primary efforts during Year II are devoted to examining the elementary and special education programs, and working collectively to develop a core sequence of instruction for our undergraduate majors in these programs. The core program will then be implemented, and will also serve as a prototype for collatoration between special education and secondary education.

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UNIVERSITY OF NEW HAMPSHIRE

Project Title: Dean's Project

Principal Investigator(s): Roland B. Kimball, Director

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of New Hampshire is a land-grant institution enrolling about 10,000 students. Teacher education is a responsibility of the Department of Education, which is located in the College of Liberal Arts. Some 30 faculty members are included in the department which offers graduate programs in counseling, educational administration, reading, early childhood, developmental disabilities, elementary education, and secondary education. About 600 undergraduates and 400 graduate students, many part-time, enroll in Department of Education programs.

Project Goals

A. Provide continued staff development opportunities to enhance faculty knowledge regarding learners with special needs.

B. Implement findings of needs assessment study to improve teacher-preparation program.

C. Continued review of present pre-service teacher-education program to determine extent to which it offers adequate preparation with respect to mainstreaming.

D. Develop and expand working relations with the various special interest groups concerned with mainstreaming.

E. Continue program development activities to strengthen the "mainstreaming component" of the pre-service program.

Plans for Reaching Goals

Basic to the project is the commitment to the "user-driven change model." Through a needs assessment study and a delphi technique, faculty members have been oriented to the project and motivated to participate.

This step has been followed by knowledge-building activities. Consultants, conferences, work sessions, visiting opportunities, and similar arrangements have been used. From this stage, faculty members have engaged in curriculum revision, with emphasis placed on program limitations identified by the faculty. Released time has been provided for curriculum development work.

As curriculum changes have been completed, field trials of them have been undertaken, accompanied by the usual feedback, evaluation, and revision.

Finally, as program modifications prove effective, they have been adopted as standard features of the pre-service program.

Products

1. Improved on-campus courses.
2. Self-contained learning packages appropriate for pre-service teachers (combination videotapes, print materials, slide-tapes).
3. Reorganized field sites to emphasize mainstreaming experiences in the pre-service internship.
4. Journal articles chronicling this odyssey.

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GLASSBORO STATE COLLEGE

Project Title: Training Regular Educators to Serve as Members of Decision-Making Teams for Mainstreamed Handicapped Children

Principal Investigator(s): Dr. Janice F. Weaver, Dean

Sponsoring Unit: Division of Professional Studies

Year of Operation
2nd Funding Period
Year 2

Identifying Data

Glassboro State College is one of nine New Jersey state colleges and is located in the southern part of the state. The Division of Professional Studies consists of 11 departments: Early Childhood, Educational Administration, Elementary Education, Foundations of Education, Health and Physical Education, Home Economics, Industrial Education/Technology, Law/Justice, Reading/Speech Correction, Secondary Education, and Special Education. About 200 faculty members teach in the Division, which prepares students in 33 certification programs at the undergraduate level and 26 certification programs at the graduate level.

Project Goals

During the 1981-82 year, the project will:

1. Extend support services to maintain the revised teacher-education program so that pre-service and inservice teachers will continue to increase their skills in working with mainstreamed handicapped children;
2. Investigate the role of the new consultative, team decision-making role of the regular classroom teacher of mainstreamed handicapped children; and
3. Formulate a model of teacher training based on the role of the teacher as a team decision-maker.

Plans for Reaching Goals

1. Restructuring the Steering Committee so that it will be composed of department chairpersons.
2. Continuing the Advisory Council.
3. Providing direct instruction and other learning opportunities for the continued development of all faculty members in the division.
4. Making available undergraduate learning modules on mainstreaming.
5. Establishing a list of mainstreamed classes for field-based class visits.
6. On-going monitoring of curriculum revisions.
7. Continuing systematic evaluation of student and faculty knowledge and attitudes.
8. Surveying and interviewing key school personnel to determine the perceived role of the teacher as a team decision maker.
9. Designing a teacher training model of the team decision-making teacher.

Products

1. A needs assessment instrument for use with teacher educators.
2. Modules for preparing pre-service early childhood, elementary, and secondary educators for the mainstreamed classroom.
3. Student and faculty knowledge and attitude survey instruments.

GLASSBORO STATE COLLEGE

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KEAN COLLEGE OF NEW JERSEY

Project Title: PRETEACH

Principal Investigator(s): Dr. Frank Esposito

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Kean College of New Jersey, on a 120-acre campus, is a state institution of about 13,000 students, of whom 3,000 are seeking advanced degrees. There are over 48 academic degree programs at the graduate and undergraduate levels which students may pursue on full-time, part-time, or open university basis. The School of Education has 8 departments; the School of Arts and Sciences, 14. There are about 450 resident faculty members and a varying number of adjunct personnel. The major in Special Education offers certification in many areas. The College has ethnic diversity and some handicapped students.

Project Goals

1. Continue retraining of faculty members in School of Education.
2. Continue building resource center in Library and Media Center.
3. Continue redesigning curricula in School of Education.
4. Disseminate information and materials to departments in School of Education.
5. Prepare a handbook on mainstreaming for faculty members of the School of Education.

Plans for Reaching Goals

The five purposes should be achieved by the end of Year 2.

Many conferences, consultations, talks, etc., were given throughout the first year. "Crossed Wires" was presented twice before huge audiences. The project is now targeted on working with individual departments to put the knowledge into practical application.

Other Relevant Information

There has been a change of project director (dean) and coordinators since the award was first made.

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TRENTON STATE COLLEGE

Project Title: Collaborative Planning for Educational Change

Principal Investigator(s): Phillip A. Ollio, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Trenton State College has an undergraduate enrollment of 8,500 and a graduate enrollment of 2,000; 375 faculty members serve the student populations. Coursework for students are offered in five schools: Arts and Sciences, Business, Education, Nursing, and Industrial Education and Engineering Technology. The sponsoring unit for the Dean's Grant is the School of Education which houses eight departments, including Special Education.

Project Goals

Primary Goal: To prepare regular classroom teachers, administrators, and other professional personnel to meet the special needs of exceptional learners competently in a regular classroom setting.

Specific Personnel Objectives

1. To increase the levels of awareness of college educators, pre-service undergraduate educators, and LEA inservice educators in the following areas: (a) handicapping conditions, (b) special needs of handicapped individuals, (c) the need to educate exceptional learners in the least restrictive environment, and (d) the specific requirements and implication of P.L. 94-142.
2. To assess the stages of concern of college educators, pre-service undergraduate educators, and LEA inservice educators.
3. To initiate and support staff development so that the concerns of the adopters are met.
4. To assess the changes in attitudes and teaching behavior of college educators, pre-service undergraduate educators, and LEA inservice educators toward the education of exceptional learners in regular classrooms.
5. To initiate and support quality research efforts relative to educating exceptional learners in least restrictive environments.

Specific Curriculum Objectives

1. To analyze and revise existing courses related to content and methodology to include components dealing with exceptional learners in regular classroom settings.
2. To analyze and revise educational field experiences for pre-service undergraduate educators to include regular classrooms in which exceptional learners are mainstreamed.
3. To develop and compile various practical resource materials for training pre-service undergraduate educators to meet the needs of mainstreamed exceptional learners.

Plans for Reaching Goals

Collaborative planning efforts include internal and external advisory boards for the purpose of identifying college, SEA, and LEA personnel and parents of handicapped individuals to assist with the project objectives.

The project is a "turnkey" process. Project staff and key personnel will work with other college faculty and LEA inservice educators. All, in turn, will work with pre-service undergraduate educators.

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Stages of Concern instrumentation (SoC) will be used to determine individual concerns and needs of the college faculty and LEAs. Activities will be planned in line with the expressed concerns and needs and will be cycled throughout the three-year time span.

The project will impact on elementary and secondary level handicapped students who are in various regular educational settings in New Jersey.

BROOKLYN COLLEGE

Project Title: Regular Education Pre-Service (Dean's Grant) Mainstreaming in Brooklyn: Pre-Service Teacher Education for all Children

Principal Investigator(s): Irene Impellizzeri, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Brooklyn College is a senior college of the City University of New York. The School of Education has 80 full-time faculty members who are housed in four divisions: Early Childhood, Elementary, Secondary, and Specialized Programs in Education and Human Services. An undergraduate special education sequence is offered in the Elementary Division. The Division of Specialized Programs in Education and Human Services offers master's programs in Special Education (Emotionally Handicapped, Learning Disabled, Mentally Retarded); School Psychology; Guidance and Counseling; Administration and Supervision; and Reading. Also available are advanced certificates in Educational Administration and Supervision, Guidance and Counseling, School Psychologist, Curriculum, and Teaching-language arts.

Project Goals

The major purpose is to train undergraduate teacher candidates for work in mainstreamed classrooms. To achieve this end, faculty members of the School of Education must be provided with the necessary attitudes and knowledge to affect appropriate changes in the undergraduate Performance-Based Teacher Education Program. Thus, project goals are as follows:

A. To provide a program of staff development for the faculty of the School of Education in order to achieve the following:
   1. Sensitivity to the needs, interests and learning styles of mildly handicapped children.
   2. Understanding of types of handicapped conditions and their implications for teaching and learning in mainstreamed classrooms.
   3. Use of a broad range of resources (materials, agencies, etc.) to help children with various types of handicapping conditions.

B. To modify the existing curriculum of the undergraduate Performance-Based Teacher Education Program in terms of P.L. 94-142, to enable faculty members to achieve the following skills:
   1. Identify competencies necessary for mainstreamed teachers which are appropriate for each course in the three divisions' sequences.
   2. Prescribe learning activities that will enable prospective teachers to develop the necessary competencies.
   3. Develop systems of evaluation that will ensure the mastery of identified competencies.
   4. Carry out curriculum revision in field sites where mainstremaing is operative.

Plans for Reaching Goals

Phase 1 (Sept. 1980-May 1981). Staff development of School of Education faculty members who teach undergraduate courses in the three regular education sequences (early childhood, elementary, secondary). In addition to contributions by special education faculty members, consultants specializing in various types of handicapping conditions will be invited to share their knowledge and experience in seminars, small-group discussions, and workshops.

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Public school personnel--administrators of schools where mainstreaming is operative, resource room teachers, and chairpersons of Committees of the Handicapped--will be invited to Dean's Coffee Hours as guest speakers. To sensitize faculty members to the needs, problems, and potential of handicapped children, handicapped adults will be invited to share their "growing up" experiences, and visits will be arranged to institutions that house and/or educate handicapped people.

Phase 2 (Feb. 1981-May 1983). Beginning with Spring 1981, faculty members will be released each semester to redesign curriculum so that each course in the three sequences specifically prepares pre-service teachers to work with handicapped children in the least restrictive environment. Curriculum revisions will focus on the identification and/or development of appropriate competencies (attitudes, knowledge, and skills), enabling activities designed to develop each competence, and assessment criteria to determine whether competence has been attained. By the end of the Project, each course in the three sequences will have been revised, and curriculum revision carried out in all courses except the student-teaching courses in the early childhood and elementary education sequences.

Products

An extensive listing of competencies includes special education competencies for teachers of emotionally handicapped, learning disabled, and mentally retarded children. Enabling activities for the development of each competence and assessment criteria are also available. Resources to be developed include sample IEPs for specific grades and handicaps, new instructional materials in various content areas, and curriculum guides.

CITY UNIVERSITY OF NEW YORK - MEDGAR EVERS COLLEGE

Project Title: MATE: Mainstreaming Activities for Teacher Education

Principal Investigator(s): Dr. Luberta Mays

Sponsoring Unit: Teacher Education Division

Year of Operation
1st Funding Period
Year 2

Identifying Data

Medgar Evers College, celebrating 10 years of service to the Central Brooklyn community, is unique among the community colleges of the City University of New York in that it offers not only 2-year associate degree studies but, also, six 4-year baccalaureate degree programs. One professional-preparation program is the Teacher Education Division. Current enrollment in the college is 3,000 and reflects the black and Hispanic cultural groups that are dominant in the community.

The Teacher Education Division offers 2-year associate degree studies and a 4-year baccalaureate program; 300 students are Teacher Education majors. The division graduates approximately 70 teacher-candidates each year. Many graduates find employment in the community's schools, some in the schools in which they served as student-teachers. A unique feature of the division is that of its total enrollment in any one semester, approximately 75% are concurrently working as para-educators in schools in the central Brooklyn community and elsewhere in the New York City area. The division has arranged its instructional schedule so that these para-professionals can take their classes after their working day ends. It also has been instrumental in insuring that other divisions in the college provide required courses (e.g., those in Liberal Arts and Humanities) in late afternoon, evening, or weekend classes so that an entire 4-year baccalaureate program can be completed without disrupting an on-going working experience in the New York City schools.

The division further enables students to specialize in Early Childhood Education, Bilingual Education, and Special Education.

Project Goals

Primary Goal: To insure that all Teacher Education graduates of the College possess the knowledge, skills, and attitudes requisite for the effective instruction of persons with handicapping conditions in the least restrictive environment.

Secondary Goal: To undertake a faculty- and staff-development program to facilitate achieving the primary goal.

Plans for Reaching Goals

1. Planning Strategies: (a) Philosophical and methodical changes in preparation of regular education teacher candidates; (b) development in personal, educational, and technical areas for faculty, staff, and students.
2. Faculty Development: (a) Needs assessment survey before the start of the new program year; (b) weekend retreat for information and training in specific curriculum areas; (c) consultants to conduct monthly faculty seminars; (d) reading lists; (e) site visits; (f) competency identification: competencies most needed in mainstreaming.
3. Curriculum Changes: Aspects of mainstreaming are to be incorporated into the core of existing courses through additional competency and module development.
4. Development of Appropriate Practicum Settings: The college's location in an inner-city minority community, its field-based teacher-education program, the high proportion of para-educators in its enrollment and its Advisory Committee of local school personnel and

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and parents insure that appropriate settings are proposed and explored.

5. Evaluation: (a) Process: accurate records of meetings and activities, log of accomplishments, milestone chart, needs surveys. (b) Outcome: comparison of pre- and posttest surveys of faculty needs, faculty evaluation of each consultant's presentation, individual faculty member interviews with Project Director at end of each semester to determine how well each has addressed the objectives planned to facilitate the inclusion of mainstreaming concepts, field-testing of modules developed, study of college's response to broadening of focus, comparison of responses with other teacher-training programs.

Products

1. Modules for various courses to enable participation of disabled children in regular classroom activities.
2. A teacher competency checklist.
3. A package of training materials, including videotapes, for para-educators and parents, particularly of minority special education children.

HOFSTRA UNIVERSITY

Project Title: Regular Education Pre-Service (Dean's Grant)

Principal Investigator(s): John Van Buren, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Hofstra University is a private, nonsectarian, coeducational institution located in Hempstead, Long Island, 25 miles east of New York City. Founded in 1935, the University comprises the College of Liberal Arts and Sciences, School of Education, School of Business, School of Law, and New College. Enrollment in Fall 1981 comprised 7350 undergraduate, 2,897 graduate, and 776 law students. About 65 percent of the undergraduate and 95 percent of the graduate students come from the Long Island - Metropolitan New York City area.

Hofstra's School of Education has close ties with local school districts and a record of developing programs to meet their needs. Examples of such programs are bilingual education, Teacher Corps, and a new Teacher Center.

Project Goals

The project at Hofstra's School of Education is seen as having three major emphases: (a) faculty development, (b) curriculum development in elementary and secondary education, and (c) curriculum implementation. The training targets will be faculty members (for the first and second areas of emphasis) and pre-service elementary and secondary education students (for the third area of emphasis). All three areas will be addressed to some degree throughout the grant period, but greater activity will be directed to faculty development during the first year. Activities directed to curriculum development will be greater during the second and third years.

The desired outcomes for faculty development are changes in attitude, increased knowledge, and new instructional skills that will enable faculty members to train educators who will be competent to meet the learning needs of mainstreamed student populations.

The desired outcomes for curriculum development are to identify needed changes, make modifications, and acquire or develop needed instructional materials. Although changes may take place in most programs as a natural consequence of faculty development, planned and formal curriculum development activities will focus on elementary and secondary education during this first three-year period.

During the curriculum reorganization phase, the following activities are planned:

1. To introduce curriculum changes related to mainstreaming in at least 50 percent of all elementary education courses by 1983.
2. To introduce curriculum changes related to mainstreaming in at least 50 percent of all secondary education courses by 1983.
3. To assess student's attainment of mainstreaming competencies taught in the elementary education courses in which change in underway.
4. To assess students' attainment of mainstreaming competencies which are taught in the secondary education course in which change is underway.

Plans for Reaching Goals

A range of activities are planned to achieve our faculty development, curriculum development, and curriculum objectives.

One way of involving faculty members in the effort to learn more about mainstreaming was the naming of 8 "Dean's Scholars" during 1980-81, 4 during the Fall Semester and 4 during the Spring Semester. During 1981-82, six faculty members were similarly designated as "Dean's Scholars." The faculty members named as Dean's Scholars for the Fall Semesters served as interdisciplinary teams whose purpose was to learn more about

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mainstreaming efforts. Faculty members have been drawn from Elementary Education, Secondary Education, Special Education, Reading, Physical Education, Counseling, Educational Administration, and Foundations of Education Departments.

The team of Dean's Scholars visit a minimum of four schools where mainstreaming is practiced, observing classrooms and talking with teachers and administrators.

A series of faculty seminars have been conducted at regularly scheduled faculty meetings in response to needs expressed by faculty members. Each seminar features resource people from outside the University or School, and has been chaired by the person from the School of Education who is most knowledgeable on that issue. Fall and Spring dinner meetings for the faculty members during the first two years of the project will provide opportunities to hear panel presentations by representatives of local school districts who are implementing mainstreaming concepts and parents who are concerned with educators' commitment to their children who have special learning needs because of handicapping conditions.

Efforts at curriculum development have been spearheaded by the appointment of two Mainstreaming Curriculum Development Leaders, one from Secondary Education and the other from Elementary Education. Each has been given the tasks of (a) identifying existing curriculum material that would be appropriate for inclusion in departmental course offerings, (b) development of new curricular materials and modules related to mainstreaming and the education of handicapped youngsters which are deemed necessary by departmental colleagues for inclusion in revised pre-service programs, and (c) identifying appropriate field placements for student teachers so that they may have supervised first-hand experience in schools in which mainstreaming efforts are proceeding successfully. The work of the Mainstreaming Curriculum Development Leaders, begun in the second year of the project, will be continued through the third. One strategy which has proven particularly effective is the generation of bibliographies, which can then be distributed to colleagues, with an invitation that they have students read these materials and evaluate their usefulness.

A major conference on mainstreaming was conducted during Spring 1981; a second is planned for Spring 1982. This conference will be open not only to School of Education faculty and faculty members from other units of the University, but also to local school district teachers and administrators, parents, and Hofstra students. Over the period of the project a collection will be built of both reference works and instructional materials.

C. W. POST CENTER OF LONG ISLAND UNIVERSITY

Project Title: Project TEAM (Training Educators to Accommodate for Mainstreaming)

Principal Investigator(s): Dean Helen Greene and Dr. Pearl L. Seidenberg

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

C.W. Post Center is one of the three campuses that make up Long Island University, a private institution in Nassau County, a suburb of New York City. C. W. Post Center comprises seven schools and includes a School of Education. There are six departments in the School of Education with 64 faculty members. The Department of Special Education and Reading has 14 faculty members.

Project Goals

The project's primary training audience will be the regular pre-service teacher-training faculty. In order to facilitate the mainstreaming of children with handicapping conditions into regular classrooms, the attainment of the following objectives over the three-year funding period is anticipated:

1. Regular education faculty members will assume responsibility for themselves and their students to become knowledgeable about the servicing of handicapped students in regular classrooms.
2. Reassessment and redevelopment of all programs in the School of Education in response to the broad-based societal priorities implicit in the mandate of P.L. 94-142.
3. Development of appropriate campus and field-based experience for prospective teachers of handicapped children in regular classrooms.
4. Dissemination of information and collaboration with other post-secondary regional institutions that are training school-based personnel.

Plans for Reaching Goals

In the proposed three-year cycle, substantive curricular changes will be made in pre-service regular and special education courses. Also, appropriate undergraduate and graduate courses in other departments of the School of Education will incorporate competencies related to the concept of least restrictive environment. It is anticipated that by the end of the three-year funding period faculty members will have upgraded their competencies in teaching the content related to instruction of handicapped students, revised their course curricula by integrating ways of teaching handicapped children, developed more sensitivity toward handicapped persons, and developed greater dialogue and more direct cooperation among departments. It is expected that pre-service regular teachers will be able to design and act on ways to provide adequate educational programs for handicapped children, and will have developed increased awareness of and sensitivity to handicapped persons.

The organizational structure to be developed for achieving project goals will incorporate the views of faculty members who represent all departments in the School of Education. At the same time, it will be responsive to the needs of local educational agencies and other regional institutions of higher education. There will be two components--a faculty advisory board and a collaborative board--both chaired by the Dean of the School of Education. These advisory groups will provide direction and management impetus by assisting in the planning of specific activities to meet project goals.

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The various activities to effect change in faculty members will range from information-based activities (seminars, workshops, professional meetings) to performance-based activities (developing and writing curricula, involvement in public schools, dissemination workshops).

The process will bring about significant change in pre-service undergraduate and graduate education programs resulting in improved services for handicapped and all children.

Products

1. Implications of P.L. 94-142, Discussion Paper #1: "Creating Least Restrictive Environments."
2. Implications of P.L. 94-142, Discussion Paper #2: "P.L. 94-142 and the Individualized Educational Program."
3. P.L. 94-142: The Six Principles and Suggested Competencies.
4. Project TEAM Newsletter.
5. Mainstreaming Survey: An Examination of the Needs of Regular and Special Education Teachers.
6. Project TEAM Bibliography.
7. Project TEAM Audio-Visual Bibliography.
8. Guidelines for the Classroom Teacher: Integrating the Visual and Hearing Impaired Student in the Regular Classroom.

COLLEGE OF SAINT ROSE

Project Title: Effecting Positive Attitudinal and Curriculum Change

Principal Investigator(s): Dr. Philip E. Lyon

Sponsoring Unit: College of Saint Rose

Year of Operation
1st Funding Period
Year 2

Identifying Data

The College of Saint Rose is a medium-sized, private, liberal arts institution. It has 123 F.T.E. faculty members who offer 24 undergraduate and 15 graduate programs. The special education program, with 10 full-time faculty members, offers two undergraduate programs (Communications Disorders and Moderately and Severely Retarded); four programs (Learning Disabilities, Communications Disorders, Mental Retardation, and Emotionally Handicapped) lead to the M.S. in Education.

Project Goals

The two complementary main objectives of this project reflect the number of years in which participants have been actively involved. During Year 1, the training phase, the primary goal was to effect a positive attitudinal change toward handicapped students. The participants in this phase were faculty and administrators from four institutions of higher education: The College of Saint Rose, Hudson Valley Community College, Maria College, and Schenectady County Community College. Specifically, the goals included (a) sensitizing the participants to the social, educational, and emotional needs of handicapped persons; (b) acquainting participants with the concept of mainstreaming; and (c) helping participants to incorporate planning for handicapped students into their teaching and advising activities. When participants completed the first phase, the main objective was to carry out curricular change and course modification. Specifically, they were asked to put into operation those plans that were developed during the last phase of their training stage. The Dean's Grant staff from St. Rose will provide technical assistance. Also, these participants will be used as trainers in Phase I.

In 1981-82, one goal is to assess the effectiveness and utility of the plans and curriculum change put into effect after Year 1. Another goal is to employ Dean's Grant participants as trainers. The third goal is to establish a series of practicum sites for our secondary education pre-service teachers. Both students and cooperating professionals would have training in dealing with mainstreamed students.

Plans for Reaching Goals

A series of workshops will be held to exchange ideas between Dean's Grant participants from St. Rose and practicing professionals in the field. A series of position papers will be developed.

Technical assistance will be provided to the Community Colleges and other institutions participating in the outreach program.

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Products

We hope to develop two "monographs"--one by practitioners and the other by faculty participants from St. Rose.

The products that are envisioned include revised syllabi, course outlines, and an attitudinal scale. The measures which can be shared are germane to small or medium-sized colleges. They include consultation on the budgeting, planning, and mechanics of inservice programs for faculty members.

STATE UNIVERSITY OF NEW YORK - ALBANY

Project Title: Retraining Project for Teacher Educators to Prepare Teachers and Supervisors to Work With Handicapped Students in Least Restrictive Environments

Principal Investigator(s): Robert Koff, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The State University of New York at Albany is a senior campus of the State University of New York, one of the largest state-supported systems of higher education in the U.S. As one of four university centers in that system, Albany offers undergraduate and graduate education in a range of academic fields at the bachelor's, master's, and doctoral degree levels. About 15,000 students attend the University at Albany, including 10,000 undergraduates, and there are 6,683 full-time faculty members. The university is committed to a policy of development consistent with maintenance of the high academic standards that have characterized Albany since its founding in 1844.

The SUNY Albany School of Education contains 7 departments that focus on the training of professionals for teaching, research, administration, and counseling in secondary schools. In addition to the organized departments, subgroups of smaller faculty units include the Center for Educational Research and Policy Studies, Adult Education, Tutorial Outreach Program, Child Study and Research Center, Bilingual Education, and a Two-Year College Development Center. The Special Education Program is housed in the Educational Psychology and Statistics Department in the School of Education. This program offers a master's degree in special education and New York State certification.

Project Goals

1. To enhance the attitudes, and increase the knowledge and skills of prospective educators who will work with children with handicapping conditions in least restrictive environments in the schools.
2. To increase the University faculty's ability to train educators for working with children with handicapping conditions in least restrictive environments.
3. To provide a general orientation to the students and the faculty in the School of Education to the needs of children with handicapping conditions.

Plans for Reaching Goals

1. Specific plans will be developed and carried out for changes in the curriculum offered to prospective educators in the School of Education.
2. Resources will be identified; they will include the Associate Director's and other key faculty members' experiences in the field of special education which will be made available to faculty members working with prospective secondary teachers.
3. Pre- and post-evaluations will be made of faculty members and students who participate in this project, as noted in the 1980-81 activities.
4. These pre- and post-evaluations will be analyzed in the Spring of 1982 in order to plan goals and activities for the following year.
5. During the 1981-82 academic year, a minimum of 10 meetings will be held with faculty members in the School of Education who are participating in the project. These meetings will include presentations by staff of the New York State Education Department, personnel

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from the National Support System, and personnel from other Deans' Grants Projects.

6. A seminar, "Mainstreaming the Handicapped Child," will be run during the Fall 1981 and Spring 1982 semesters for the purpose of identifying issues relative to mainstreaming children with handicapping conditions. Alternate resolutions will be offered for the issues/problems identified by the seminar group and compiled in a document for use by University faculty members and local school district personnel.

Products

1. Pre- and post-evaluation of University undergraduate students and faculty members on attitudes toward children with handicapping conditions and knowledge of the law.
2. A booklet under development will identify relevant issues in the needs of children in mainstreaming situations and schools' options in addressing each issue.

Other Relevant Information

The SUNY Albany Dean's Grant Project is working cooperatively with Project PATH (Positive Attitudes Toward the Handicapped), which focuses on the mainstreaming of children with handicapping conditions at the secondary school level. It is also cooperating with the College of St. Rose, which is in its third year of a Dean's Grant Program.

STATE UNIVERSITY COLLEGE - FREDONIA

Project Title:

Principal Investigator(s): Sanford J. Zeman, Dean

Sponsoring Unit: Division of Teacher Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The State University College at Fredonia, New York is a four-year liberal arts college. The college enrolls about 5,000 students and employs close to 300 faculty members. A variety of programs leading to the bachelor's and master's degrees are offered in the arts, humanities, natural sciences, social sciences, business administration, and teacher education. The Division of Teacher Education is composed of the departments of Education and Speech Pathology and Audiology. The Division has 38 faculty members, over 500 undergraduate majors, and about 600 graduate students (mostly part-time) enrolled in graduate degree programs. Apart from the special education orientation of the Speech Pathology and Audiology faculty, there are no special education faculty in the Division. Certain special education related courses are offered by educational foundations faculty.

Project Goals

The primary goal of the project is to prepare the faculty members of the Division of Teacher Education to deal with the mandates created by recent federal legislation regarding the rights of handicapped individuals. The Fredonia faculty understands that new knowledge and competencies are required by teacher educators and special education concerns must be infused into every course offered by the Division. It is through a fundamental re-education of the faculty, therefore, that we as a teacher-preparation institution can (a) reconceptualize our undergraduate and graduate teacher-preparation curriculum, (b) become both knowledgeable and competent ourselves, and (c) communicate this knowledge and competence in the form of curricular revision to pre-service teachers.

Plans for Reaching Goals

1. Years 1 and 2: Retreats, workshops, and colloquia designed to (a) foster interdivisional communication and cooperation, (b) transmit knowledge and skills, (c) develop positive attitudes toward handicapped individuals, (d) develop faculty competencies, and (e) lead ultimately to a reorganized undergraduate curriculum incorporating competencies needed for the education of all children.
2. Years 1, 2, and 3: Field-based experiences designed to give faculty members first-hand experiences with handicapped children and the educational, social, and rehabilitative agencies providing service to these children.
3. Year 3: Interdivisional committees intended to design a basic reorganization of undergraduate teacher education to insure that every graduate will acquire the skills, knowledge, and competencies needed to meet the educational and psychological/social needs of all children.
4. Years 1, 2, and 3: Acquisition of appropriate media materials.
5. Years 1, 2, and 3: Establish a Project Advisory Committee representing parents, LEAs, local schools, and other community agencies to insure that the program remains responsive to the needs of the field.

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Products

1. Dean's Grant Newsletter: a monthly publication featuring special education topics relevant to regular educators.
2. Bibliographies of special education materials that are of general interest to regular educators.

APPALACHIAN STATE UNIVERSITY

Project Title: Preparation of Regular Teachers to Provide Instruction for Special Needs Students

Principal Investigator(s): Frank B. Bruno, Dean

Sponsoring Unit: College of Learning and Human Development

Year of Operation
1st Funding Period
Year 2

Identifying Data

Appalachian State University is one of the 16 universities making up The University of North Carolina System. The University is located in Boone, in the Blue Ridge Mountains; it has an enrollment of about 10,000. The College of Learning and Human Development (Education) enrolls about 2,400 students and has about 120 faculty members in its eight departments; the Department of Special Education has 21 faculty members. It offers the largest special education program in North Carolina, enrolling about 600 majors in bachelor's, master's. and specialist's programs. It is also the most diverse in the areas of special education emphasized.

Project Goals

To design and integrate into the teacher-preparation program learning alternatives and instructional modules for the acquisition of attitudes, knowledge, and skills requisite for regular teachers (K-3, 4-9. and special subjects) to work with special needs students. The integration is to take place in education foundations and methods courses in regular education teacher preparation.

Plans for Reaching Goals

1. Develop a genuine model of teaching from which essential attitudes, knowledge, and skills may be derived.
2. Implement an instructional design process that produces effective learning alternatives.
3. Employ interdisciplinary teams and Special Education faculty members to integrate instructional modules and learning alternatives into regular teacher-education preparation.
4. Evaluate the effects of the project as regular teachers progress through the curriculum, during student teaching, and as they perform in their job roles.

Products

The project also proposes extensive change and dissemination. Anticipated change will be brought by the eventual installation of the project into the on-site teacher-preparation curriculum. Further change will be brought about as the products of the project are field-tested externally at other public and privately funded IHEs in North Carolina. The thrust of the dissemination effort will focus on university and state organizations governing teacher education.

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North Carolina

LENOIR-RHYNE COLLEGE

Project Title: Dean's Grant

Principal Investigator(s): Dr. Joan Parkinson

Sponsoring Unit: Department of Education

Year of Operation
2nd Funding Period
Year 2

Identifying Data

Lenoir-Rhyne College is a small private college in a rural area of Western North Carolina. It has a long-standing reputation as a producer of well-qualified teachers and has been accredited by DNCATE, N.C. State Department of Public Instruction, and C.E.D. There are 85 faculty members in the Division of Professional Progams, which includes the Departments of Business, Education, Health, and Physical Education.

Project Goals

Lenoir-Rhyne College proposes to prepare pre-service regular education teachers to function effectively in the provision of an appropriate education in the least restrictive environment to handicapped children.

The project will include the review and redefinition of roles and relations of regular and special education teachers, administrators, specialists, and college educators; faculty development; and programmatic and curricular adaptations designed to provide additional knowledge and competencies to targeted students. Specific mainstream competency areas already included or to be added to the present, sound teacher-education program are the nature of mainstreaming; the nature of handicaps; resource and support systems; teaching environments and techniques; classroom management; curriculum adaptations and materials; learning styles; interpersonal communications; affect states; assessment; progress evaluation; and practicum experiences. Training which will be presented through competency-based modules in regular education courses will be diagnostic/prescriptive in nature, but will emphasize the psychodynamics of the classroom and relations within the child-parent-teacher triad. It will contain a strong affective component and a realistic child advocacy emphasis, with special consideration to due process. Thus, positive change is anticipated in both affective and cognitive behaviors.

The ultimate goal is to produce a large number of pre-service regular education teachers who, by virtue of competency-based training in special education, are well qualified to meet the needs of exceptional children in regular education classes, toward the end of making an appropriate education in the least restrictive environment a reality for every handicapped child or youth.

Plans for Reaching Goals

Stage I - Planning and Development (June 1 - December 31, 1980) will be devoted to planning and development.

Stage II - Implementation (January 1 - May 31, 1981) will concentrate on training activities. Activities will be planned and carried out by project staff, regular and special education faculty members, and advisory/consulative personnel. Suggestions will be sought from parents of handicapped children, regular education teachers, school administrators, and specialists. Program strengths include a previously existing strong

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personal and institutional commitment by the college president to serving handicapped individuals; the encouragement and support of the dean of academic affairs; and expressions of belief in the need for the training by college division chairpersons and school administrators in the region.

Every effort will be made to design modules that incorporate appropriate methods, procedures, techniques, media, and other materials in ways most suited to the needs of students and module objectives. It is expected that all modules will be on an experimental/field-trial basis with on-going assessment of content and organization of the modules. Any desirable modifications, re-organization, and additional inputs that may be revealed will be incorporated during and/or subsequent to completion of each module.

During the second and third years, planning for or modifications of the modules will incorporate a process of continuing evaluation with the participation of an "advisory" group consisting of current students, graduates, administrators-employers, regular classroom teachers, parents, representatives from relevant community groups, college faculty members, and other persons who may be identified. It is hoped that through such participation relevant modules will be developed, put into practice, and modified in accordance with needs in the field.

LIVINGSTONE COLLEGE

Project Title: Training Pre-Service Regular Educators to Effectively Implement P.L. 94-142 in Regular Classrooms

Principal Investigator(s): Dr. Willa C. Bryant

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Livingstone College is a predominantly black, private, liberal arts college under the auspices of the African Methodist Episcopal Zion Church. Its 939 students represent 25 states, the Virgin Islands, Jamaica, Liberia, Nigeria, and Eritrea. Approximately 30% of the students are enrolled in teacher-education programs. Of the teacher education graduates, approximately 60% are employed in North Carolina; the remaining 40% return to their home states or countries.

The Department of Education has 5 full-time and 8 part-time faculty members. One full-time faculty member has training in special education. Part-time faculty members teach methods courses in their respective disciplines. Teacher-preparation programs are designed for certification in Early Childhood Education, Intermediate Education, Business Education, English, Foreign Language (French), Science, Social Studies, Mathematics, and the special areas of Music, Physical Education, and Reading. All certification programs are accredited by the Southern Association of Schools and Colleges and the North Carolina Department of Public Instruction. Livingstone is a member of the American Association of Colleges for Teacher Education (AACTE) and the North Carolina Association of Colleges for Teacher Education (NCACTE).

Project Goals

The goal of this project is to train regular pre-service educators to effectively serve handicapped children and youth in regular classrooms.

Plans to Reach Goals

This goal will be accomplished through a series of steps taken in consecutive phases over a three-year period.

Phase I: Emphasis was centered on faculty development: orienting faculty members to the legal and moral imperatives of P.L. 94-142 through seminars and workshops.

Phase II (current year): Emphasis is on curricular adaptation and course sequencing:

1. determining competencies needed;
2. review of current offerings for pre-service teachers;
3. course sequencing; and
4. developing teaching strategies and techniques.

Phase III (Implementation):

1. train pre-service educators, using new curricular adaptations;
2. testing teaching strategies; and
3. evaluating.

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Products

A tape-slide presentation, "Strengthening a Dean's Grant Project through an Interdisciplinary Approach," will be available February 1982.

A module, "The Integrative Approach to Teaching Exceptional Students in a Regular Classroom Setting," will be available May 1982.

These products will be shared with Dean's Grant projects upon request.

NORTH CAROLINA STATE UNIVERSITY

Project Title: Preparing Professionals to Educate the Handicapped

Principal Investigator(s): Dr. Carl J. Dolce, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

North Carolina State University has an enrollment of about 19,000, including about 4,000 graduate students. It is a land-grant institution committed to teaching, research, and extension, and is one of the four doctoral-granting universities in the state. The University has over 1,600 faculty and professional staff members. The School of Education has five faculty members specializing in special education; one each in LD, EH, MH, VI, and GT. The School of Education also includes departments of Occupational Education, Curriculum and Instruction, Counselor Education, Psychology, Education Leadership, Program Evaluation and Adult and Community College Education, and Math/Science.

Project Goals

1. To support the preparation of teachers at elementary, middle grades, and secondary levels to accommodate handicapped pupils in regular classrooms.
2. To provide a reorientation in training for other education personnel, such as principals, supervisors, school social workers, counselors, and superintendents for whom specialized training is indicated in order to increase their knowledge of and skills in dealing with the ever-growing number of handicapped children in the mainstream of education.

Plans for Reaching Goals

The general approach is an infusion one, with efforts concentrated on the incorporation of information and experiences which are related to the education of handicapped students into existing courses and curricula.

Specific strategies include, among others, courses and curricula revision, special workshops, technical assistance and consultation provided from a core and affiliated project staff, faculty release time, development and use of a special resources library, orientation and awareness presentations, and an information-sharing network developed through a monthly project newsletter. The primary strategy is the development of the Technical Assistance Agreement, i.e., proposals submitted by faculty members or groups for the funding of self-generated projects that focus on special needs.

Products

1. Evaluation instruments
2. Bibliography of materials available in the Special Resources Library of the School of Education.
3. Transparency set on P.L. 94-142.
4. Purchased audio-visual materials.
5. Modules: law and characteristics.
6. Instructional units on behavior management, adapting industrial arts labs, task analysis, and individualizing grading.

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WESTERN CAROLINA UNIVERSITY

Project Title:

Principal Investigator(s): Jane B. Schulz, Project Director

Sponsoring Unit: School of Education and Psychology

Year of Operation
2nd Funding Period
Year 2

Identifying Data

Western Carolina University, one of 16 institutions in the state university system, is located west of Asheville, in the heart of the Smokey Mountain area of North Carolina. A service-oriented university, Western has been a strong force in helping to meet and solve the problems of the area. The faculty consists of 367 members, 7 of whom are in Special Education. Degrees are awarded by six schools in the University.

Project Goals

The overall goal is to enable the School of Education and Psychology to prepare students to respond to individual differences in children and youth, including handicapped persons. Specific objectives include:

1. Developing leadership and expertise relative to mainstreaming in each department in the School of Education and Psychology.
2. Continuing awareness activities with faculty and students.
3. Integrating Special Education students and other students into practicum situations at the junior level and student teaching at the senior level.
4. Implementing curriculum changes in the School of Education and Psychology.

Plans for Reaching Goals

To achieve Goal 3 (above), integration will occur as follows:

Year I: Elementary Education
Year II: Secondary Education
Year III: Graduate Students

Goals 1,2, and 4 (above) will be achieved over the 3-year period of the grant.

Products

Mainstreaming Alternatives: transparency and script.
"Different From You and Like You Too": slide-tape presentation which is being reviewed for publication.

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NORTH DAKOTA STATE UNIVERSITY

Project Title: Faculty Development for Preparing Pre-Service Secondary Teachers for Mainstreamed Learners

Principal Investigator(s): Dr. Patricia D. Murphy, Director

Sponsoring Unit: Institute of Teacher Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

North Dakota State University is a land-grant institution with an enrollment of 8,700 students. Teacher-education programs are coordinated by the Institute of Teacher Education. The departments of Agricultural Education, Education, and Home Economics Education are included in the Institute. Teacher-education graduates number about 175 yearly. Secondary teachers are prepared with K-12 certification in music and physical education. Speech pathology is the only special education program offered.

Project Goals

The overall goal for the project is a teacher-education program that produces graduates with the knowledge, attitudes, and skills to work productively with mainstreamed handicapped learners in regular secondary classrooms. To achieve this goal and to meet the needs of the teacher-education faculty, three project objectives have been identified:

1. To increase the level of teacher-education faculty awareness of concepts of P.L. 94-142 for preparing secondary teachers for the education of handicapped learners in regular classrooms.
2. To increase the knowledge and skills of the teacher-education faculty needed to prepare pre-service teachers for handicapped learners in regular secondary classrooms.
3. To develop a system for analyzing and revising the existing teacher-education program to better prepare secondary teachers to work with handicapped learners in regular secondary classrooms.

Plans for Reaching Goals

Awareness activities. Proposed activities include a general informational meeting for all teacher-education faculty members on the concepts and implications of P.L. 94-142; presentation by a panel of parents, students, and public school personnel on what it is like in public schools; a newsletter, and participation of faculty members in advisory and planning committees. Seminars also will be held on topics related to education of the handicapped, emphasizing the roles of regular secondary teachers.

Knowledge and skill acquisition. Because the research evidence indicates that people acquire knowledge and skills in a variety of ways, various activities are proposed. Faculty members will be surveyed to identify background, skills, and expertise which can be used as resources for each other. Media and materials will be acquired to assist faculty members to develop the skills needed to better prepare secondary teachers to meet the needs of learners in today's schools. Seminars on various topics, as indicated in awareness activities, also will contribute to knowledge and skill acquisition. Faculty members will be encouraged to compete for faculty development mini-grants that are aimed at course development or knowledge acquisition.

Program analysis and revision. Among the activities proposed to achieve Objective 3 is a Program Study Committee composed of faculty members, students, and school personnel to

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devise a plan for the analysis and revision of the teacher-education program to ensure adequate preparation of prospective secondary teachers to deal effectively with handicapped learners in their classrooms. What is currently going on in the program will be identified in order to provide a basis for revision. The Program Study Committee will determine what mainstreaming topics should be included in the teacher-education program. These topic areas will be validated by public school personnel. Revision of the program will be based on the results of this validation study. Pre- and post-data will be collected from faculty members and students to assess program change.

Products

Currently, the following materials are available for distribution:

1. An attitude survey for assessing attitudes toward handicapped persons and mainstreaming.
2. A list of mainstreaming topic areas to be included in a secondary teacher-education program.
3. A final report of the study to validate the mainstreaming topics.
4. Guidelines for faculty mini-grant proposals.

UNIVERSITY OF NORTH DAKOTA

Project Title: Project SPEED (Special and Elementary Education in Development)

Principal Investigator(s): Dr. Drew Denton
Associate Dean Cecelia Traugh

Sponsoring Unit: Center for Teaching and Learning
Department of Elementary Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of North Dakota is a co-educational state-supported institution whose main campus is located in Grand Forks, a city with a population of approximately 47,000. The main campus is in the center of the Red River Valley, one of the richest farming areas in the world. The University is under the control of the State Board of Higher Education. The campus area consists of 472 acres and contains more than a hundred major buildings with a total space of 3.4 million square feet. Institutional diversity and comprehensiveness is reflected by the fact that instruction is offered through 65 departments organized into ten degree-granting colleges and schools. The fall 1979 enrollment, a record 9,708, included 8,132 undergraduate students, 1,108 graduate students, and 468 professional law and medical students. About 72 per cent of the students are North Dakotans. Non-residents represented all of the states and more than 30 foreign countries.

Project Goals

On June 1, 1980 the Center for TEaching and Learning at the University of North Dakota began implementation of a "Dean's Grant" funded by the U. S. Department of Education. Designed to prepare preservice educators in two service areas, the major goals are stated as follows:

1. To prepare elementary education preservice students to meet the special need requirements of handicapped children who have been mainstreamed.

2. To prepare special education preservice students to serve as support staff in the recognition and coordination of special needs of students within the elementary classroom.

Strategies for Achieving Goals

The following activities are stated in objective form and comprise the major work effort of the project:

1. To create mechanisms and structures by which dialogue and extended communications may flow between elementary and special education faculties.

2. To provide an opportunity for extended personal growth of individual instructors in the fields of elementary and special education.

3. To allow the "essential" concerns of elementary and special educators to become established in each course of curriculum area for preservice students.

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4. To provide both elementary and special education faculties an opportunity to interface the results of these experiences with the public school system.

Evaluation

In providing evaluation, the discrepancy assessment model that will be used for this project has three main purposes: 1) To provide a process for program development and stabilization as well as a means of assessment. To accomplish this purpose, evaluation must provide information which decision-makers, such as the steering committee, the Dean, and the Project Coordinator can use to improve, stabilize and assess the program. 2) To provide involvement of program participants in the process of assessment. This fosters commitment to program improvement and a more analytical approach to the program which results in desired changes in the behavior of participants. 3) To provide those responsible for making decisions to retrain or terminate educational practices with teh evaluation information needed for the decision task.

Products

The following three curriculum projects have been completed:

Sherry Digby and Ruth Gallant -- Building Positive Attitudes Toward Persons With Exceptionalities

Lowell Thompson -- Mainstreaming and Social Studies

Beverly Brekke and Bob Hollenbeck -- Math for Learners with Differing Needs

Further information about these projects is available from the authors.

BOWLING GREEN STATE UNIVERSITY

Project Title: Dean's Grant Faculty Development Project for Secondary

Principal Investigator(s): Sandra Packard, Dean
Patricia Reed, Assistant Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Bowling Green State University is a multipurpose institution comprising five colleges, one of which, the College of Education, is responsible for 13 teacher-education program areas leading to certification in 60 teaching fields. At present, 2,992 students are enrolled in teacher-education programs; the professional education faculty numbers 154. Organizationally, the College includes 2 schools and 7 departments, one of which is the Department of Special Education consisting of 22 faculty members.

Project Goals

To provide opportunities for secondary teacher education faculty members

1. to develop and expand their capabilities to plan and manage instruction for handicapped pupils at the secondary level;
2. to review, assess, and modify the objectives and learning activities of required professional education coursework in secondary teacher education programs to assure that entry-level teachers will be prepared to work effectively with handicapped pupils in secondary mainstreamed settings; and
3. to identify and secure materials and resources appropriate to preparing prospective secondary teachers to work effectively with handicapped pupils.

Plans for Reaching Goals

During the first year of the project 11 faculty members, each representing a required course in the professional studies component of all secondary (7-12) teacher-education programs, were selected as project participants. Primary emphasis was placed upon (a) expanding participants' knowledge, attitudes, and skills with respect to teaching handicapped secondary students, (b) identifying competencies necessary for regular teachers to work effectively in mainstreamed settings, (c) assessing present teacher-education coursework to determine necessary modifications for addressing these competencies, and (d) developing a logical sequence of course objectives and activities to assist entry-level teachers to attain these competencies. Materials and resource identification and development were limited to those required to assist in faculty retraining and curriculum assessment and modification.

An inquiry-oriented faculty-development model was used by the project staff to structure enabling activities. Seven areas of inquiry were identified as the basis for exploratory activities: a series of structured seminars, independent study, and field observations and participation by faculty members in a secondary school mainstreamed setting.

Because they were participating in exploratory activities, faculty members were concurrently involved in generative activities, such as compiling annotated bibliographies of literature reviewed, recording data collected from field investigations, developing and revising lists of essential teacher competencies, writing scholarly papers based upon their investigations, and trying out new instructional components in their classes. Also, 12 competency areas were identified as essential to the preparation of entry-level secondary teachers. Also completed were drafts of proposed objectives and activities to be included in designated courses to assist students in developing the desired competencies.

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At the beginning of the Year 2 four new participants were included so the project population would include one person representing each course required in the secondary (7-12) professional studies component. Activities during Year 2 will continue to include opportunities for target faculty members to expand their capabilities. The completion of course revisions and making them part of on-going instruction will receive primary emphasis, however. Materials and resource procurement also will be a primary concern. To accommodate differences among faculty participants in both knowledge base and course-related substantive needs, an "Individualized Education Program" has been developed for each faculty participant specifying objectives to be achieved with respect to (a) capability in designing instruction and using appropriate human and material resources in secondary mainstreamed settings, (b) design and use of coursework to assist teacher-education students to develop these capabilities, and (c) provide outreach to colleagues in and out of the College. This third objective is particularly critical to securing support for acceptance of course revisions by faculty members not fully participating in project activities. By the close of Year 2, it is expected that syllabi for all required secondary courses will have been revised to include carefully sequenced sets of objectives and activities aimed toward development of designated essential competencies for entry-level regular secondary teachers. These modifications will be submitted for review and approval by departments and the College so that full-scale adoption can occur in courses taught during Year 3.

In Year 3 project parameters will be extended to include faculty members who teach required courses in the K-12 teaching fields. In as much as many courses required in the 7-12 programs also are required in K-12 programs, training and course revision will have occurred with respect to a substantial part of the K-12 sequence. The faculty members involved in Year 3 will represent field-specific courses in specialized fields, such as art education, business education, industrial arts, music education, and physical education.

Products

Faculty Training Materials: Descriptions of exploratory and generative activities used in conjunction with seminars, independent study, and field investigations (i.e., simulations, field study guidelines and formats for recording observations, format for developing faculty participant IEPs).

Competency Matrix: List of 12 competency areas and subcompetencies within each area showing specific courses addressing each competency and tentative objectives and activities to be included in each designated course.

Annotated Bibliographies: Brief reviews of print and non-print resource materials organized by topics: Characteristics of Exceptional Youth, IEP, Role and Function of the Regular Teacher, Accommodations for Handicapped Students, and Support Systems.

Monograph: Mainstreaming at the Secondary Level (in press; available 1982).

CLEVELAND STATE UNIVERSITY

Project Title: CORE/M (Collaboration of Regular Educators for Mainstreaming)

Principal Investigator(s): Richard J. McArdle, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Cleveland State University is a large, urban state institution that was created in 1964. The College of Education consists of four departments. Between 85% and 90% of the graduates take positions in urban schools. The project focuses on the Department of Specialized Instructional Programs, which includes degree programs in elementary, secondary, early childhood, "emerging adolescent," and special education; and the Department of Curriculum and Foundations, which provides foundation courses for all degree students.

Project Goals

1. Faculty Development. The identification and development of the attitudes, knowledge and skills necessary for regular education faculty members to incorporate mainstreaming content into their courses.
2. Curriculum Revision and Reformulation. The analysis, development, and modification of undergraduate curriculum in the regular education program to include those skills and attitudes that are necessary for teachers to establish least restrictive environments for exceptional children.
3. Field-Site Development. The identification and/or development of mainstreaming public school settings which are available as field placements for pre-service teachers.

Plans for Reaching Goals

The project is designed to secure the collaboration of regular education faculty members to facilitate the curriculum revision of the pre-service teacher-education program. This modification was begun in conjunction with the development of a new CORE curriculum for all undergraduate teacher-education students. In the first year of the project, the CORE courses of Sociological Foundations, Psychological Foundations, and Curriculum and Methods were modified and expanded to include information on P.L. 94-142, attitudes and awareness of the needs of handicapped people, the purpose and development of IEPs, individualizing instruction, adapting curricular materials, analyzing learner characteristics, and facilitating social integration.

During Year II of the project, the areas of special education, early childhood education, social studies education, and science education were covered. (See Products section.) This year's project focuses largely on the Department of Education Specialists, which prepares principals, counselors, and other administrators. Faculty members in the areas of guidance education, educational administration, math education, and reading education have been given release time in order to work on modifying courses in their areas to include information relevant to working with exceptional children.

Products

1. A module, "Readings in the Sociological Foundations Area" (used in the Sociological Foundations CORE course).

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2. A set of competencies and accompanying questionnaire on Mainstreaming Competencies for Special Educators (used to modify the special education program).

3. A 45-minute 3/4-inch color cassette videotape, "SAVE A PLACE FOR ME": Five Schools That Are Making Mainstreaming Work" (used as an initial presentation in introductory courses). It can also be used for inservice educators. A Discussion Guide accompanies the tape.

4. A science handbook, "Mainstreaming Science Students in Elementary and Secondary Schools" and accompanying, "Selected Readings for Science Mainstreaming" (used by science methods faculty).

5. Evaluation Instruments Package. Includes an overview of the evaluation design, Faculty Development Interview Form, and Content Validation Questionnaire, Curriculum Revision Instruments (including Student Attitude Instrument and Student Teacher Exit Questionnaire).

Ohio

OHIO STATE UNIVERSITY

Project Title: Dean's Grant Project

Principal Investigator(s): Dr. Robert A. Burnham, Dean
Dr. Patricia A. Connard, Project Director

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The Ohio State University enrolls about 58,000 students at the main and branch campuses. As one of the largest of the 13 colleges of the University, the College of Education enrolls about 4,000 students (2,200 graduate and 1,800 undergraduate). The College of Education comprises 13 faculties with 23 discrete teacher-training programs. The Faculty for Exceptional Children includes programs to train personnel in the areas of LD, EMR, HH, VH, MSPR, Gifted, and School Psychology. Full-time faculty members in the College number 221. The College of Education is accredited by the National Council for Accreditation of Teacher Education for all program offerings (B.S., M.A., and Ph.D.).

Project Goals

The Ohio State University Regular Education Pre-service Dean's Grant is specifically designed to (a) stimulate the reconceptualization of teacher-education programs; (b) support redesign at the pre-service level; and (c) prepare faculty members and teacher trainees to meet the needs of exceptional learners through faculty development and curriculum adaptation, "in site" at the University and in elementary and secondary schools.

Plans for Reaching Goals

The project specifically will include survey/assessment strategies, gathering data for the design of an ongoing faculty development system to better prepare teachers for a culturally pluralistic society, and working more effectively with students to include exceptionality. Management plans for the second year focus on four areas to facilitate the interface of pre-service and in-service education and to articulate curricular changes and adaptations from the classroom of the exceptional learner to the classroom of the teacher trainee.

1.0 Faculty Development

To facilitate faculty redesign efforts with eight professional education faculties based on Funding Year '81 profiles of knowledge, attitudes and opinions.

2.0 Curriculum Development and Change

To develop viable avenues (options) for incorporating curriculum changes within program areas; e.g.:

a. College course
b. College modules

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c. Computer assisted instructional programs
d. Faculty course/courses
e. Faculty modules

3.0 Formative Evaluation

To incorporate instruments and data management procedures to pre-/post-measure impact of curriculum change.

4.0 Dissemination

To share faculty development and preservice professional educational materials and strategies with faculties/faculty members of Ohio State University training support personnel.

Products

1. Listing of resource personnel from outside agencies, on-campus services, off-campus services and school personnel.

2. College modules for use by university instructors: Unit I. Awareness of Handicapping Conditions; Unit II. Knowledge of Terminology, Classification and Criteria for Receiving Special Education Services; Unit III. Knowledge of the Identification, Evaluation, Placement Procedures; Unit IV. Knowledge of the Individualized Educational Program Process; Unit V. Knowledge of the Needs of Handicapped Students in Regular Classrooms and Instructional Alternatives

3. Assessment instruments for instruction, student teachers, and cooperating teachers.

OHIO UNIVERSITY

Project Title: Professional Preparation for Mainstreaming the Handicapped in Secondary Education

Principal Investigator(s): Dr. Allen Myers, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Ohio University, chartered by the Ohio Legislature in 1804, was the first institution of higher learning in the Northwest Territory. Through its main campus, branch campuses, and academic centers, Ohio University serves some 18,600 students in undergraduate and graduate programs. The College of Education was established in 1921 and has been accredited since 1923 by the national accrediting body in teaching education. The College currently enrolls 2,830 students in undergraduate and graduate programs in elementary education, secondary education, special education, educational media, educational administration, guidance and counseling, and curriculum and instruction.

Project Goals

The purpose of this Dean's Grant is to facilitate the professional preparation of pre-service secondary education teachers to effectively teach handicapped students in the secondary school. The Grant seeks to accomplish three major goals: (a) to provide inservice training and development for the secondary teacher-education faculty at Ohio University relative to developing sensitivity, knowledge, and skill with regard to the mainstreaming needs of youth, (b) to expand the existing secondary pre-service teacher-preparation curriculum to include mainstreaming methods and techniques in various existing courses, and (c) to prepare secondary education pre-service majors to successfully teach mainstreamed special education students in regular secondary school classrooms.

Plans for Reaching Goals

The second year of this Dean's Grant will focus on accomplishment of goal b listed above. To achieve this goal, a wide range of activities is planned to develop curricular components that will integrate knowledge, skills, and teaching methodology needed by secondary education pre-service majors to successfully teach the mainstreamed student in the secondary school classroom. Important activities include:

1) Conducting 3 workshop seminars for university faculty relating to development of instructional modules;
2) Translating identified teacher competencies into curricular components;
3) Identifying the scope and sequence of curricular components;
4) Developing model instructional modules;
5) Developing and refining specific instructional modules to be integrated into existing courses.

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UNIVERSITY OF TOLEDO

Project Title: University of Toledo Dean's Mainstreaming Project

Principal Investigator(s): Dr. Geroge E. Dickson, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of Toledo (UT) is a state-supported institution located on a 160-acre site in northwest Toledo. Established in 1872, UT is organized into five academic colleges--Arts and Sciences, Business Administration, Education, Engineering, and Pharmacy--and a Community Technical College which is located on the Scott-Park campus. The University has a total enrollment of over 19,000 students and a full-time faculty of 643. The College of Education has a faculty of 110 and an enrollment of over 1,800 undergraduate students in its four divisions (Curriculum and Instruction, Educational Foundations, Educational Leadership Development, and Physical Education, Health and Recreation). Undergraduate teacher education at UT is competency based; all professional courses are broken down into modules and team taught.

Project Goals

To help professional educators at all levels to accept the challenge of educating exceptional students in regular classrooms. Toward this end, the following two goals were designed to bring about fundamental change in teacher education at UT:

1. Faculty Development: The teacher-education faculty will develop the attitudes, knowledge, and skills necessary to incorporate mainstreaming concepts into their professional education courses.
2. Program Redesign: UT's Competency-Based Teacher Education (CBTE) Program will expand to reflect the incorporation of mainstreaming concepts.

Plans for Reaching Goals

Year 1: Faculty from nine CBTE team-taught courses participated in various development activities. A series of content-area workshops, followed by reciprocal consulting workshops, were organized on campus by the Dean's Grant Project staff. The purposes of the content-area workshops were (a) to acquaint special education faculty members with the content and methods learned by potential teachers of mainstreamed children, and (b) to open a meaningful dialogue between regular and special educators. Special education faculty members and outside consultants then designed reciprocal consulting workshops to meet the mainstreaming needs of regular education professors. As part of their off-campus development activities, CBTE team members visited local instructional resource centers and attended conferences where mainstreaming was the major topic of discussion. Significant progress toward program redesign was made as mainstreaming objectives were written or planned for modules in all nine CBTE undergraduate teacher preparation courses.

Year 2: In the area of faculty development, the project is continuing to encourage the elimination of the artificial split between "regular" and "special" education that typically exists in colleges of education. The merger is again being accomplished through a series of content-area and reciprocal consulting workshops, with Year 2 emphasizing the integration of mainstreaming concepts into courses in the following areas: early childhood education, business education, vocational education, counseling and guidance, educational theory and foundations, and public school administration. Off-campus development experiences are an

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on-going activity, and the Project Staff is arranging four UT faculty to visit local school sites where mainstreaming is being effectively practiced.

Year 3: UT faculty members who participated in the first two years of the Project will share their accomplishments in several types of communication and dissemination activities.

1. Faculty members who teach CBTE instructional methods courses will develop "Mainstreaming in the Content Area Packets." The packets will contain classroom activities and materials to help regular classroom teachers to plan effective learning experiences for students with handicaps.
2. Professors from the four College of Education divisions will be invited to prepare articles for a monograph. The professors will be asked to describe (a) successful faculty development experiences and (b) ways in which UT's education programs have been effectively "mainstreamed."
3. In the spring of 1983, a Mainstreaming Conference will take place on the UT campus. UT education faculty members, Toledo-area public school teachers and administrators, community representatives, and faculty members of other teacher-education colleges will be invited to attend the conference. Those faculty members who have contributed to the monograph will present their papers, and UT education faculty members and students who have been directly involved in the new "mainstreamed" programs will respond to the presentations in a panel discussion format.

Products

Currently available:

1. Annotated Bibliography of Mainstreaming Curriculum Materials.
2. The following CBTE modules into which mainstreaming concepts are fully integrated: Learning, Development, Use of Instructional Media, Multicultural Education, Instructional Methods at elementary and secondary levels.

Available in 1982-1983:

1. Mainstreaming in Content Area Packets.
2. Monograph describing the "mainstreaming" of UT professional education programs.

OKLAHOMA STATE UNIVERSITY

Project Title: Infusion of Specific Content on Education Needs of Handicapped Students into Pre-Service Preparation Programs

Principal Investigator(s): Donald W. Robinson, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Oklahoma State University is the largest higher education institution in the state; currently it has an enrollment of 28,935 students on three campuses. The OSU College of Education, through five academic departments and various support units, provides services and training for about 1,814 pre-service and graduate students in teacher education and psychology; 700 of the more than 1,300 undergraduates are in regular education pre-service; 300 are majors in special education, a program unit in the Department of Applied Behavioral Studies, which houses interrelated programs in Special Education, Educational Psychology, and Counseling. The Department and College operate a Clinic for Exceptional Children in cooperation with the Stillwater Public School System.

Project Goals

1. To inform and generate understanding among regular education faculty members of the background, rationale, legal implications, and "real-world" implementation strategies and constraints of P.L. 94-142, and the concept of least restrictive environment.
2. To develop an understanding of the need to modify pre-service programs to implement the concept of least restrictive environment.
3. To increase the involvement of regular education faculty members in the education of handicapped children and youth.
4. To generate an increased level of coordination and communication among the departments and programs in the College of Education, relative to meeting the educational needs of handicapped students in regular classrooms.
5. To encourage and assist participating faculty members to review and analyze specific courses, learning activities, and programs in teacher preparation relative to the educational needs of handicapped students.
6. To incorporate changes in course content to ensure presentation of the content and objectives of P.L. 94-142.
7. To restructure pre-service programs in the College of Education to better prepare regular education graduates to meet the needs of handicapped students in the least restrictive environment.
8. To augment the field-experience components of the regular teacher-education program to include planned experiences focusing on mainstreaming activities and strategies in cooperating LEAs as well as the College of Education's Exceptional Child Clinic.
9. To generate an increased level of coordination and communication among the departments and programs in the College of Education and all related departments at OSU relative to the educational needs of handicapped students.

Plans for Reaching Goals

1. Teacher-education faculty awareness workshops dealing with the analysis of P.L. 94-142, educational requirements of handicapped students, specific needs of and special problems in the education of handicapped students in Oklahoma, and implications for teacher-education curricula.

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2. Departmental seminars to allow faculty members to make a thorough examination of the implications of P.L. 94-142 requirements for their respective departments.
3. Faculty work retreats in which specific tasks related to the goals of the project are pursued.
4. Field-based experiences for selected faculty members to help them gain knowledge of successes/failures in the education of handicapped students in least restrictive environments.
5. Develop strategies (learning packets) for the initiation of needed curricular changes in pre-service teacher-education programs.
6. Interuniversity dialogues and visits to disseminate the products that are developed.
7. Faculty-oriented class in Behavior Characteristics of Exceptional Individuals.
8. Evaluation plan: process evaluation procedures will entail the keeping of accurate records of all committee meetings and task-force activities. Specific logs will be kept so that at the end of the year an assessment can be made of whether the topics specified in each major objective of the project have been covered. A knowledge-based assessment instrument will be used for both faculty members and the students graduating from the pre-service program.

Products

1. Each participating regular education department has developed a "philosophic profile" that describes the departmental posture toward the education of handicapped children and youth.
2. A "philosophic profile" for the College of Education as a whole is being compiled.
3. Each participating department has identified and begun at least one research activity related to the education of handicapped pupils.
4. A course sequence on handicapped children and youth for regular teachers in pre-service training has been developed.
5. Opening Many Doors, a mongraph containing mainstreaming colloquia presentations has been completed and distributed; Vol. II is in the planning stage.
6. Options available to all students majoring in education regarding course offerings pertaining to the education of handicapped pupils have been expanded.
7. Videotapes on mainstreaming at the elementary and secondary levels and conversations with exceptional adults are available for viewing.

Resources

1. Strategy: organization and use of Dean's Project Advisory Committee.
2. Personnel: key Project personnel, well-acquainted with systematic approaches to the development of strategies for interdisciplinary faculty orientation to and involvement with mainstreaming.
3. The experiences in course and program analysis, course and program revision, and faculty development and involvement.
4. Evaluation instruments for use with seminars, classes, retreats.

UNIVERSITY OF OREGON

Project Title: Proven Regular Education Preservice Programs (PREP)

Principal Investigator(s): Dean Robert D. Gilberts
Fay B. Haisley

Sponsoring Unit: College of Education, Eugene, Oregon

Year of Operation
3rd Funding Period
Year 1

Identifying Data

The University of Oregon is a state institution located in Eugene, a city of more than 100,000 people at the southern tip of the Willamette Valley. Currently the enrollment of 17,37[illegible] includes 4,417 graduate students and students from six continents. More than 1,000 faculty members are engaged in teaching and research. Under Oregon State System of Higher Education allocation policies, the University of Oregon is the institutional center of liberal arts and professional education in the state. It includes a College of Arts and Sciences with departments in the sciences, social sciences and humanities; a four-year Honors College; and nine professional schools and colleges. The professional areas include business administration, education, health, physical education, recreation and dance, architecture and allied arts, community service and public affairs, jornalism, law, music and graduate studies.

The College of Education has 99 full-time and 47 part-time faculty members, an undergraduate enrollment of 2,576, and a graduate enrollment of 1,050. The College offers degrees through the doctorate in Curriculum and Instruction, Special Education, Educational Policy and Management, Counseling, Educational Psychology, and many endorsement programs.

Dean's Grant Project

The University of Oregon Dean's Project is in its seventh year. The University has a proven record for the development of strong programs for the handicapped, and the Dean's Grant Project recognizes these through a multidisciplinary approach. The College of Education has been actively engaged in teacher-preparation renewal related to the mandates of Public Law 94-142.

The curriculum plan adopted by the University continues to be a stairstep approach involving several departments and four Colleges of the University. This approach allows for systematic program change without drawing too heavily on the resources of the grant or exhausting faculty members' tolerance for change. More specifically, programs progress through four interrelated steps: faculty awareness, curriculum design, pilot testing of modified programs, and data colelction and revision of new programs. This process takes three to four years. Programs to be affected by the project enter the cycle at different times, allowing for a fairly even spread of resources to each program at critical developmental points. (See Table 1.) There are, in essence, two components of this project: Curriculum and Support. The first includes Secondary Education, Early Childhood Education, Physical Education, and Educational Administration; the second includes Inservice, Evaluation, and Dissemination. (Note: Elementary Education is no longer funded by the project; its revised program has been institutionalized.) The project support subcomponents remain constant except that their emphases are adjusted to meet the changing needs of the curriculum subcomponents.

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Project Goals and Plans for Reaching Goals

From the inception of the Dean's Project in 1975, the major goal has been to develop a professional training program that prepares regular teachers and other school personnel to offer effective instruction to students who exhibit wide differences in ability and behavior, including handicapped students who are taught in mainstream classrooms. This goal, to be accomplished by integrating the resources of the special education and other education areas in the College, continues to be of high priority.

The past and present process objectives for the Dean's Project are as follows:

1. Design and implement a planning model that assures the full participation of faculty members, students, and public school personnel.
2. Collect and organize data from various sources on the current status of teacher-education programs, needs for revision in the programs, constraints on program charges, and the most acceptable form for revision.
3. Using collected data as a basis for decisionmaking, delineate all essential objectives of new teacher-education programs and alternative instructional procedures required for their attainment.
4. Submit proposed revised elementary and secondary teacher-education programs to the faculty, the Teacher Education Consortium, and the University Teacher Education Committee for possible further revisions and subsequent adoption.
5. Put into practice program designs, as approved by the faculty, Consortium, Teacher Education Committee, and Teacher Standards and Practices Commission (Oregon's accrediting agency), and collect data for further program modification which may be necessary.
6. Explore the possibility of extending the new training models in elementary and secondary teacher education to other instructional areas, for example, public school administrators, art, music and PE specialists, and Early Childhood Education.

Products

The project has maintained a strong evaluation component. Major products relate to evaluation documentation of each component with emphasis on program and curriculum development.

PORTLAND STATE UNIVERSITY

Project Title: Project REACH (Regular Education Access for Children with Children with Handicaps)

Principal Investigator(s): Dr. Donald J. Leu, Dean

Sponsoring Unit: School of Education

Year of Operation
2nd Funding Period
Year 2

Identifying Data

Portland State University is the state's major urban institution, serving about 17,000 students and offering preparation in the liberal and professional arts and science. The School of Education, operating with about 60 full-time faculty members, offers undergraduate and graduate degree programs (to include the Ed.D.) and includes a special education department offering an extensive program of certificate/degree preparation.

Project Goals

The School of Education at Portland State University is employing the Dean's Grant as a "change agent" to produce desired changes in its teacher preparation program. The overall purpose of Project REACH is to prepare regular educators at the pre-service level to provide needed classroom instruction and related educational services to handicapped students in the schools. For 1980-83, the project has received federal funding to extend planning and implementation efforts to assist regular faculty in all teacher education units within the university to make desired changes in their curriculum and course instruction. Classroom teachers, principals, counselors, and media specialists at elementary and secondary levels comprise the primary target group to be served by the project. Project REACH also plans to provide special assistance to teacher education units at Portland State University charged with preparing specialists in physical education and the arts. Plans are to extend training assistance to other teacher education institutions in the Portland metropolitan area interested in aiding regular education faculty and students meet the intent of the new legislation (P.L. 94-142).

Plans for Reaching Goals

1. Extend the development and implementation of a comprehensive evaluation system that provides continued input and feedback regarding university training practices that prepare regular educators to meet the needs of handicapped students. Strategies include: utilization of University and community advisory committees; interface with State Cooperative Personnel Planning Council; evaluation of changes in university faculty and students' awareness and skills; evaluation of teacher education graduates in the field; investigation of impact on handicapped students; design of assessment instruments; data collection; dissemination of evluation results to teacher education units and advisory committees.

2. Extend the development and implementation of a comprehensive plan for curricular change that incorporates design values, concepts, skills and materials for educating handicapped students within all teacher preparation programs. Strategies include: infusion of desired concepts and procedures for educating handicapped students into professional courses; continued development and implementation of action plans for all teacher education units; focus on practicum and student teaching experiences for elementary and secondary classroom teachers; increased emphasis on special programs (i.e., administration, counseling, media); special assistance to P.E. and Arts progarms; revision of course objectives and development of instructional units; expanded assistance to practicum and student teaching areas of preparation.

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3. Develop and implement a staff development plan for teacher education faculty that increases their instructional effectiveness in preparing regular educators to meet the needs of handicapped students. Strategies include: on campus training sessions; employment of the media lab to support course instruction; individualized improvement plans for faculty; site visitations and practicum experiences in school/community programs serving the handicapped; clinical teaching experiences on campus; participation in summer demonstration programs (i.e., education, recreation).

4. Plan and implement outreach training activities for teacher education institutions in the Portland metropolitan area to assist regular education faculty develop and extend their preparation programs to meet the needs of handicapped students relative to P.L. 94-142. Strategies include: survey of institutions to determine specific needs; resource assistance to institutions requesting consultation services; opportunities for faculty and students to participate in PSU training activities; cooperative planning through OAACTE; promotion of inter-university sharing of training materials; dissemination of promising practices to faculties and students via project newsletter and PSU state-wide special education newsletter (Interact).

Products

1) Suggestions for course infusion in preparing regular educators to meet the needs of handicapped students; 2) evaluation instruments for assessing student teachers and graduates in the field (i.e., teachers, counselors, administrators); 3) inservice training plans for faculty development; 4) action plans for curricular change developed by various teacher-education units in the university; 5) results of 1979 Far West and South Region Deans' Grants Conferences regarding proposed changes in teacher education; 6) faculty assessment instruments for determining needs; 7) development of Major Content Areas (i.e., clusters) that serve as the basic framework for determination of concept infusion into all teacher education courses; 8) model outlines of content infusion per program (i.e., media, counseling); 9) sample course modules (i.e., counseling).

UNIVERSITY OF PORTLAND

Project Title: Regular Education: Pre-service Teacher Education Component Redesigning the Curriculum

Principal Investigator(s): Dean Leo D. Leonard

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

The University of Portland is an independent institution of some 4,000 students divided among one college and five professional schools; the latter include the College of Arts and Sciences, the Schools of Engineering, Business, Nursing, Education and Graduate Studies, all of which are accredited by the appropriate bodies.

The School of Education is unique in its attempts to work directly with community schools and agencies. The basic teacher-education program is a four-year experience for elementary and secondary students. At the graduate level, courses are offered in advanced professional preparation, leading to standard certification and/or a master's degree.

Project Goals

The School of Education proposes to use its Dean's Grant to redesign the regular education pre-service teacher-education program to insure that it meets the intent and spirit of Public Law 94-142. In the first year, three short-range goals will be addressed:

A. Plan and implement a comprehensive staff development program that addresses not only federal and state legislation on the handicapped but, also, the potential role of a school of education for enhancing the total life roles of a handicapped individual.

B. Develop the criteria for an ongoing re-examination of the teacher-education curricula that will lead to a restructuring of the teacher-education program.

C. Establish the necessary linkages with community agencies and groups and public and private schools to insure field placement sites for students that provide realistic experiences with handicapped children.

Products/Resources/Supports

The pre-grant planning has identified specific School of Education personnel who have specialized skills to offer the project. The project can offer expertise and consultation in the following areas: Developing competency-based teacher-education programs; individualized instruction to meet the needs of pre-service teachers; developing community support networks; assessing readiness for change; and planning strategies to facilitate change in higher education.

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SOUTHERN OREGON STATE COLLEGE

Project Title: Renewal and Restructure in Teacher Education

Principal Investigator(s): Dr. Susan S. Roper, Dean

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Southern Oregon State College, a regional state college and a member of the Oregon State System of Higher Education, was founded in 1926. It now offers specialized baccalaureate degrees in education and 23 other fields. The mater's degree is offered in education, general studies (social sciences, science-mathematics, humanities, business education, outdoor education), interdisciplinary studies, and business. The campus now occupies over 175 acres in southeast Ashland and is capitalized at approximately $65 million. About 4500 students are expected in fall term 1981.

The College serves the southern Oregon region which has a population of about 400,000. The population of the immediate area (Jackson County) is over 110,000. Ashland (population, 15,000) is located about 15 miles north of the California line and 285 miles south of Portland. The College is located at the south end of the Bear Creek arm of the Rogue River Valley between the Siskiyou and Cascade mountains. The area offers many opportunities for outdoor living and recreation.

In 1979-80, 208 full-time faculty members were employed; approximately 65 percent hold the doctorate and many others hold appropriate terminal degrees in their fields; 53 faculty members are women.

Project Goals

The Southern Oregon State College School of Education is in the process of revising both its Elementary and Secondary Pre-Service Education Programs so that graduates will have appropriate facilitative attitudes and instructional and consultative skills. An important part of this effort is the renewal of faculty commitment and competence, specifically, the development of new or improved capabilities in the areas of competence desired for program graduates. Readiness for such change has been accomplished through opportunities for faculty members to interact with one another and with consultants drawn from special education, inservice projects, and model mainstreaming sites; and through time to examine a range of curricular options, visit sites, and prepare pilot materials and modules. Further, faculty members have re-examined the program, and alternatives.

Changes in the pre-service program, then, will be based on a data base (analyses of discrepancies between the present program and the desired); a structure for change (involving a range of institutional and noninstitutional persons); and support for change (demonstrated in faculty commitment). It will result in a new program model, a trained faculty and cadre of field teachers to support field placements, a complementary analysis of secondary and graduate programs, and an evaluation model focused on a broader range of competencies. Ultimately, such change will improve the quality of education served by classroom teachers trained at SOSC, and enhance the problem-solving capabilities of the teacher-education faculty. Growth toward these goals will be largely assessed

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based on a concerns-based adoption model that focuses on levels of concern and levels of use of change.

Products

Products developed during 1980-81 grant year include:

a. A list of competencies and criteria for the teacher education program
b. Analysis matrix for teacher education program
c. Cross referenced by subject area bibliography of print and non-print materials
d. Copies of AIDE (newsletter for the Dean's Grant)
e. Faculty survey forms
f. Evaluation plan for changes in the teacher education program
g. Revised teacher education elementary and secondary education pre-service programs

Products to be completed in 1981-82 include materials on adaptive P.E., art instruction for the handicapped, helping the handicapped reader at the secondary level, microcomputers and mainstreaming, and preparing the mainstream for mainstreaming ("affective education").

WESTERN OREGON STATE COLLEGE
(formerly Oregon College of Education)

Project Title: Oregon Center for Curriculum Change

Principal Investigator(s): Dr. Richard Walker, Dean

Sponsoring Unit: Division of Public Education and Service

Year of Operation
1st Funding Period
Year 3

Identifying Data

Western Oregon State College (formerly Oregon College of Education) is a state-financed teacher education and liberal arts college in the mid-Willamette Valley of Oregon. About 3,000 students and 297 faculty members enjoy personalized instruction in this rural setting. The College has two major divisions: (a) Public Education and Service, and (b) Liberal Arts. A special education faculty of 20 members are in the Psychology and Special Education Department. Each year, about 490 students graduate from the Division of Public Education and Service: about 70 in elementary childhood education, 210 in elementary education, and 210 in secondary education.

In 1976 the elementary education program, which is based on a CBTE approach, was awarded first place by the American Association for Colleges of Teacher Education.

Project Goals

To provide the necessary support and leadership to enable selected faculty in the pre-service teacher preparation programs to (a) examine their attitudes toward the handicapped, (b) modify the necessary course curricula to enable program graduates to meet the education needs of the handicapped students in the regular classroom, (c) engage in appropriate staff development, and (d) obtain necessary resource materials.

Plans for Reaching Goals

An Advisory Committee will be established that will recommend competencies necessary for teachers who have mainstreamed handicapped students in their classrooms.

In addition, project staff will manage the project on a campus-wide basis, assist faculty in examining the outcome of the activities which were undertaken, and provide liaison with other educational and professional organizations.

The Dean's Grant project objectives will be:

1. Faculty members who possess an awareness and knowledge of mainstreaming and P.L. 94-142.
2. Revised courses in education and liberal arts which include the development of attitudes, knowledge, and skills requisite for mainstreaming.
3. Public school supervising teachers who possess skills in assessing the competencies of WOSC student teachers in a mainstreamed setting.
4. Revised student teaching assessment instruments which include items regarding mainstreaming and P.L. 94-142.
5. Materials collected of (a) literature regarding mainstreaming and the law, (b) teacher education materials, and (c) public school instructional materials useful in mainstreamed classrooms.
6. Newsletter to disseminate information about the project and about the materials acquired or produced.

WESTERN OREGON STATE COLLEGE
(formerly Oregon College of Education)

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Products

Products developed and available from the project include: (a) computer print-out of teacher training materials collection; (b) list of competencies for the classroom teacher; (c) Discrepancy Evaluation Model Design to Level III; (d) bibliographies regarding handicapped persons in the areas of Creative Arts, Child Growth and Development, Physical Education/Health and Athletics, Mathematics/Science, Bibliotherapy, and List of Children's Books about the Handicapped; (e) Elementary Assessment Form for Student Teaching; (f) simulation activities about learning disabilities; (g) Faculty Survey of Self-Perceived Knowledge Needs.

CHEYNEY STATE COLLEGE

Project Title: Curriculum for Mainstreaming Education

Principal Investigator(s): Dr. Herbert H. Womack

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

Cheyney State College is one of fourteen liberal arts institutions of the Commonwealth of Pennsylvania with an enrollment of 2800 students. It offers undergraduate studies leading to the Bachelor of Arts, Bachelor of Science and Bachelor of Science in Education degrees and graduate studies leading to the Master of Arts, Master of Science and Master of Education degrees. It is located on 275 acres in suburban Philadelphia. It was founded in 1837 as the Institute for Colored Youth and was accredited by the Commonwealth in 1920, becoming a State Normal School. In 1959, together with state owned colleges, it became designated as a state college.

Project Goals

The overriding goal of the Dean's Grant Project is to create an integrated teacher education program in which all students are trained to meet effectively the needs of children and youth with widely varying learning and behavioral characteristics, paralleling and responding to the development of mainstreaming of special education training with elementary, secondary, early childhood and reading education programs. The program will consist of four education tracks which students can complete simultaneously during their four years of training:

Track 1 is for general education - those courses of general intellectual and academic training presently required of all undergraduate students in the college.

Track 2 is for professional education - comprising courses in general professional training.

Track 3 is for core education, which is expected to be the most innovative aspect of the newly designed program. Track three is one of the two components comprising specialization education for the preservice teacher. Core education is being structured so that students in different education disciplines will be interfused in each course. Course content will include modules for learning the knowledge and performance competencies required for teaching children and youth with widely varying learning and behavior characteristics that exist in any class, but are especially evident in mainstreamed classes. What is being developed in Track 3 is a mainstreamed structure of teacher education that will parallel the mainstreamed structure of public education.

Track 4 is for concentration education - which provides the courses needed by students in the different disciplines to complete requirements for certification in their respective teaching areas.

CHEYNEY STATE COLLEGE

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Plans for Reaching Goals

During the first year of the project, stage one will consist of initial planning to re-involve the faculty in the task of redesigning the program. Further awareness of the need will have to be developed, and orientation of the faculty for working together on new tasks will be necessary. Assessment of current programs will be completed so as to identify areas of overlap among them. The design of the new program and the development of a suitable organizational structure for it will be the major task of stage one. By the end of the first year, a design for the new two-component program should be ready for approval.

The second stage of the project will include the writing of individual courses and modules for both components of the program, their initial evaluation in terms of adequacy to meet all necessary standards and college requirements, and the implementation of the new program.

The third stage, during the third year, will continue the implementation of the newly designed program. Toward the end of this stage, evaluation of the implementation will be made. The revision of courses and/or structure will be made where necessary. The program components will be evaluated and the entire process will be assessed. Activities for dissemination of the program model and the redesign process also will be undertaken.

Project leadership will be provided by a project commission, an interdisciplinary team representing a wide range of disciplines at the college. Community professional and lay participation will be achieved through a Project Advisory Council. The executive responsibility for the project will be invested in a Project Administrative Committee representing the faculties in the various teacher education program and form sub-committees manned by all the faculties: Curriculum Development, Staff Development, Research and Evaluation.

TEMPLE UNIVERSITY

Project Title: Dean's Grant Project to Redesign Professional Education Programs

Principal Investigator(s): Peter J. Cistone, Associate Dean
Jay D. Scribner, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

Temple University is a member of the Commonwealth System of Higher Education in Pennsylvania. Enrolling more than 30,000 students in its 16 schools and colleges, Temple offers bachelor's degrees in 92 different fields, master's degrees in 93, and doctorates in 72. Temple has three campuses in Philadelphia, where its main campus is located, two campuses in suburban Montgomery County (Pennsylvania), and one in Rome, Italy. In addition, it operates a major hospital and a residential center for retarded persons.

The College of Education, which is organized into 13 academic departments and a Laboratory School, offers bachelor's, master's, and doctoral programs that are fully accredited by the National Council for Accreditation of Teacher Education. The College has a student enrollment of about 3,600 (1,200 undergraduate; 2,400 graduate), and 165 full-time faculty members with academic rank.

Project Goals

The major goals of the three-year project are as follows: (a) to implement a change process model that will lead to the redesign of professional preparation programs in the College of Education, with particular attention to the training needs of educators to accommodate handicapped children in regular educational settings; (b) to pilot test the proposed program redesigns through trial implementation; (c) to adopt the redesigned preparation programs, following their validation through pilot testing, as the approved professional preparation programs in the College of Education; (d) to put the approved programs into practice on a full-scale basis; and (e) to carry out on-going formative and summative evaluation of the impact of the approved programs, and to modify the programs with respect to the findings of the evaluation.

Plans for Reaching Goals

The project process model that has been developed to effect the program redesign comprises the sequencing and interrelating of 17 stages and phases of the project over a three-year period.

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CATHOLIC UNIVERSITY OF PUERTO RICO

Project Title: Regular Education Staff Development and Curriculum Revision to Facilitate Mainstreaming

Principal Investigator(s): Sister Virginia Chasas

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Catholic University of Puerto Rico is a private institution with a student population of 10,000. The College of Education has 1,624 students and 38 full-time and 18 part-time faculty members. This College comprises departments of Elementary Education, Secondary Education, Physical Education, and Graduate Studies. A program in Special Education is offered in the Elementary Education Department.

Project Goals

The objectives for Year II are (a) to analyze the curriculum of the teacher-education programs to determine if they are providing mainstreaming education and to decide to which courses this responsibility should be given; (b) to design appropriate integrated approaches and/or modules to be incorporated into teacher or school administrator personnel preparation program; (c) to prepare, test, and evaluate materials produced; (d) to refine approaches or materials if necessary; and (e) to help to prepare a curriculum change plan.

Plans for Reaching Goals

Our plans include the following strategies: (a) A curriculum analysis using the Ten Generic Competencies and the curriculum analysis matrix of the Project TEACH. (b) Administer the Evaluation of Program Instrument to decide to which courses the competencies will be assigned. (c) Selection of 10 faculty members as collaborators in the project to design approaches and prepare materials for introducing each competency in our programs. (d) Test and evaluate the materials in assigned courses. (e) Prepare a plan for curriculum change.

Products

We are producing materials and/or modules in Spanish for each of the Ten Generic Competencies of the Project TEACH. Materials, units, or modules will be ready for the second semester of Year II.

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UNIVERSITY OF PUERTO RICO - RÍO PIEDRAS

Project Title: Faculty Development Program: Alternative Mainstreaming

Principal Investigator(s): Dr. Lydia Díaz de Grana

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

The College of Education at the University of Puerto Rico was founded in 1903 as the first teacher-preparation program on the Island. It currently is among the faculties graduating the most students. The College of Education receives students not only from the metropolitan area but also from all the regional colleges and universities around the Island, including suburban areas. Students transferring from regional colleges come from units of the state university as well as from private universities. The College accepts an annual average of 350 students from the General Studies Department of our main campus. The College of Education is organized into 10 departments with a total of 233 professors. Project participants include members from each department in the school.

Project Goals

To adopt modifications in teacher competencies and curriculum in couses across the departments which will reflect awareness of the process and expectations for students and educators represented in P.L. 94-142.

Plans for Reaching Goals

Through an inservice teacher program for its 233 faculty members the School will address the educational needs of handicapped pupils. This training model will serve the institution's second major objective of dissemination to other private and public universities as well as agencies that are involved in implementing principles and procedures.

Products

1. Description of the Program.
2. Public Law 94-142.
3. State Plan of Puerto Rico.
4. Lectures.
5. Program Monthly Bulletin.

UNIVERSITY OF PUERTO RICO - RÍO PIEDRAS

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FURMAN UNIVERSITY

Project Title: PRE-ACT (Pre-Service Activities) PROJECT

Principal Investigator(s): Dr. John Crabtree, Dean
Dr. Lesley Ann Wheatley, Project Coordinator

Sponsoring Unit: Department of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Furman University is a relatively small, private liberal arts institution located in Greenville, South Carolina, in the Piedmont area of the State. It has an enrollment of about 3,900 (2,300 undergraduate and 1,600 graduate) students. One of the oldest colleges in South Carolina, it is well supported through student tuition and a number of private sources (e.g., Duke Foundation Endowment and the Southern Baptist Convention). The faculty totals 140; 90 percent of the members have earned terminal degrees. The Education faculty comprises 15 members of whom 4 are special educators. Recently, the special education faculty was doubled as a result of program expansion and funded projects. The Education curriculum includes bachelor's, master's, and master's-plus-30-hours in elementary, secondary, early childhood, and special education programs; other graduate programs are offered in administration and reading. The department of Education graduates about 150 undergraduates with baccalaureates each year and about 15 graduate students from the master's programs.

Goals

The Project goals are twofold: (a) to conduct faculty development activities which are directed toward the reconceptualization of the teacher-preparation programs, and (b) to design and implement an experimental pre-service teacher-preparation program. The Project recognizes the need for careful planning in the development of curricula which are designed to prepare teachers to assume the responsibilities of appropriately educating children with different needs in the regular classroom. The abilities of teacher educators to communicate, make decisions, and solve problems must be dealt with in the process of reconceptualizing the teacher-preparation program.

Plans for Reaching Goals

To attain the goals of faculty development and the establishement of an experimental pre-service program, five areas of development are planned for the three years of the project: (a) faculty and student attitudes and knowledge; (b) faculty and student skills; (c) curriculum adaptation; (d) interdepartmental communication and involvement; and (e) interuniversity development.

During year one, faculty and student attitudes, knowledge, and interdepartmental communication and involvement were the focal areas. The experiences which were provided include a faculty retreat, interactions with handicapped persons, seminars with public school personnel, released time to pursue course adaptations and/or related research, competency development, and designing a pre-service course in education of the handicapped in regular classrooms.

During year two, the focal areas will be faculty and student skills, curriculum adaptation, and interdepartmental communication and involvement.

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During year three, the emphasis will be on implementing the reconceptualized program, interdepartmental involvement, and interuniversity development. The dissemination of materials and training to colleges and universities that prepare teachers in the state and region is seen as critical during and beyond the third year. A consultation team will be made available to assist institutions in their program modification endeavors.

Products

Learning Activity Packets for Secondary Methods Students (May 1982).
Paper on the treatment of the handicapped through children's literature (December 1980).
Programmatic Competencies
Foundation Syllabus
Paper on storytelling techniques for use with elementary children.

Resources

Because the PRE-ACT Project is viewed as a feasible plan for implementing change in teh teacher-education programs of small colleges or universities, the Project Coordinator is available to assist such institutions in developing strategies for change.

The Project quarterly newsletter, PRE-ACTivities in Education, is currently available for distribution to project staffs, faculty members, state departments of education, and teacher-education institutions in the state and region. Consultation can be provided to other projects on the following topics:

a) Strategies for change in the small college or university teacher education program;
b) Strategies for communication between regular and special educators;
c) Informal assessment of integrated handicapped students;
d) School and classroom organization for behavior control;
e) Teaching reading in the content areas.

South Dakota

AUGUSTANA COLLEGE

Project Title:	Project P.R.E.P. - Preparing Regular Education Personnel for Mainstream Programs	
Principal Investigator(s):	Dr. Arthur Olsen, Provost	
Sponsoring Unit:	Department of Education	Year of Operation 2nd Funding Period Year 3

Identifying Data

Augustana College is a privately supported, co-educational liberal arts college with an enrollment of approximately 2,200 students and 123 full-time faculty. The Education Department Consists of both Regular Education and Special Education programs for Elementary and Secondary level preparation.

The regular classroom teacher, today and in the future, must be sensitive to the unique needs of exceptional children and aware of instructional procedures that have proven to be effective with students who exhibit variations in learning or behavior patterns.

This project addresses the development of a pre-service training model for the preparation of educational personnel to successfully comply with Public Law 94-142 in regard to the placement of handicapped students in least restrictive settings. The major principles that form the framework of this training model include Least Restrictive Environment, Identification, Due Process, Individualized Education Programs, and Curriculum Modification. The major objectives of the project are as follows:

1. To address the attitudes of faculty members in building support for preparing all future teachers in roles of shared responsibility for implementing Public Law 94-142.
2. To expand the skills of all education faculty members in order to gain competency in the content and application of Public Law 94-142, for example, managing handicapped children in regular classrooms.
3. To restructure coursework in the Department of Education to provide integrated and systematic training.
4. To increase communication between regular and special education faculty members and students.
5. To develop modules in each regular education methods course on adapting and modifying curriculum.
6. To provide leadership in sharing the training model developed at Augustana College with the faculty members in the schools/colleges/departments of education at all public and private colleges and universities in South Dakota.
7. To strengthen practicum experiences for all elementary and secondary education students at Augustana College.

Special preparation skills will be a part of all of the methods courses so that graduates will be able to provide effective educational procedures for children with mild handicaps in the regular classroom setting.

Target Population: Augustana College Department of Education faculty, students at the pre-service undergraduate level, and education faculty at all higher education institutions in the state of South Dakota.

AUGUSTANA COLLEGE

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Project Goals

The basic purpose is to include Special Education information and techniques in all regular Education methods courses. By involving the Regular Education methods course professor in the development process, his/her awareness and attitude toward the exceptional child in the regular classroom should be positively influenced, ensuring inclusion of such information in his/her methods courses.

Plans for Reaching Goals

During this final year of the Grant Period, modules will be completed for each subject area. This would include Math, Science, Art, Music, Reading, English/Language Arts, Social Studies and Business Education.

Products

Modules are being developed in each subject area and will be available by late Spring 1982.

Other Relevant Information

Administrative and instructional personnel have become more open to the need to adjust for the disabled students on our campus. The grant coordinator shares information with professors and serving as a resource person to students who have special needs.

UNIVERSITY OF SOUTH DAKOTA

Project Title: Regular Education Pre-Service Project for Undergraduate Revision and Development to Facilitate Education in the Least Restrictive Environment

Principal Investigator(s): Dean Roberta Anderson, Project Director
Drs. Robert Wood and Ray Thompson, Co-Coordinators

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

The University of South Dakota is located in Vermillion on the bluffs of the Missouri River in southeastern South Dakota. The enrollment is about 6,000. The School of Education at USD accounts for some 30% of the University's graduates. About 200 pre-service teachers in early childhood, elementary, secondary, and special education are graduated each year. About 68 full-time and 5 part-time faculty members are employed in the following four major divisions: Curriculum and Instruction; Health, Physical Education, and Recreation; Educational Psychology and Human Services; and Specialized and Administrative Studies.

Project Goals

The overall goal of the project is to insure that regular classroom teachers are trained and prepared to deal with handicapped students in the least restrictive environment. In order to achieve this overall goal, the project will address major obstacles that previous Deans' Grants Projects have met (e.g., resistance to change, a lack of commitment to the project, and negative attitudes toward special education) by completing the following activities during Year 2 of the project:

Plans for Reaching Goals

1. An advisory committee trained during the initial year of the project will organize a faculty-training program for Curriculum and Instruction and support faculty members and staff.
2. The advisory committee will purchase and/or produce training materials.
3. A three-day faculty retreat will be conducted.
4. Additional training workshops, lectures, and seminars will be conducted with faculty members.
5. The Curriculum and Instruction faculty and support faculty members and staff will initiate a plan for the revision of the undergraduate teacher-education program.

Products

1. Pre-Post tests used to assess faculty concerns, attitudes, and knowledge in the areas of (a) handicapped and the law; (b) curriculum development; and (c) instruction of the handicapped in regular classrooms.
2. A collection of position papers written by USD faculty, including such topics as: mainstreaming handicapped students in secondary schools; working with parents in a mainstreaming situation; and giftedness, handicaps, and learning style.

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EAST TENNESSEE STATE UNIVERSITY

Project Title: Preparing Educators for Mainstream Responsibilities

Principal Investigator(s): Charles Edwards, Dean
Dr. Wesley Brown, Principal Investigator

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

About 10,000 students are enrolled at ETSU and are working toward degrees in 71 major undergraduate fields, master's degrees in 32 major areas, and Ed.S., Ed.D., Ph.D. and M.D. programs. The College of Education houses over 60 full-time faculty members in Departments of C & I (Elementary, Kindergarten and Secondary Teaching; Reading; and Science Education), Human Development and Learning (Child Development, Early Childhood Education, Guidance and Counseling, School Psychology, and Special Education), Media Services, Physical Education and Recreation, and Supervision and Administration. In addition, there is a campus-based K-12 public school. The Teacher Education program is accredited by NCATE.

The University is located in the heart of the beautiful Southern Appalachian Mountain country in Johnson City, Tennessee.

Project Goals

The project is a regular education pre-service initiative focused on the O.S.E. priority for the training of regular education personnel. There are 34 different teacher-education programs at East Tennessee State University offering over 70 educational certifications. The project is first designed to allow ETSU to carefully review the best practices recently developed and carry out staff-development activities to develop concern, involvement, and commitment of all teacher education personnel to the shared responsibility for preparing all educators in mainstream roles.

The second purpose is directed toward the actual redesign of teacher educators to meet the needs of exceptional learners in regular classrooms. This will begin in the educational foundations, then move to elementary and secondary education methodology courses and advanced practice areas. Finally, it will involve physical education, vocational education, and school service personnel. Faculty members will have released time to lead and staff team efforts toward this redesign. Supportive assistance and curriculum development resources are provided through the project. The goals of the project are as follows:

1. To infuse concern with and involvement in the education of handicapped students through staff development so all teacher-education personnel commit themselves to sharing the responsibility for preparing educators for mainstream roles.
2. To plan and develop a redesign of teacher-education programs to prepare educators to meet the needs of exceptional learners consistent with the intent of P.L. 94-142.
3. To establish this movement toward mainstream responsibilities for all educators so that it can be institutionalized and fully reach all ETSU teacher-education programs.

Plans for Reaching Goals

Year One (1981-82): Focus on exploring and collecting information and materials to support the project's future activities and the design and beginning of the staff-development activities. The co-coordinators of the project will visit sites of previously successful Deans' Grants in institutions similar in nature to ETSU. Additionally, they will explore the existing literature and sample materials that may assist the project's activities.

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Position papers on faculty development and the project's mission will be prepared and reviewed in preparation for the staff-development activities. These activities will be designed for late Fall through the remainder of the academic year. Work on reconceptualizing some block courses will begin second semester.

Year Two (1982-83): The plans for the redesign of some block courses will be documented, tested, evaluated, and combined with the evaluation conducted on the staff-development activities. The major effort will be directed toward incorporating training with the advanced course work of elementary and secondary education. Staff-development activities will continue for these specialized faculty members.

Year Three (1983-84): Focus on the documentation of the results of the elementary and secondary education intrusion effort of Year Two. Staff-development activities will move on to physical and vocational education in the Fall and to graduate-level programs in student personnel and administrative services in the Spring of 1984. At the same time, a dissemination effort will begin within the University and in teacher education in Tennessee. A final thrust will be developed around institutionalizing the effects of the project so remaining teacher-education programs at ETSU can follow the internally developed curricular change process.

LAMAR UNIVERSITY

Project Title: Mainstreaming General Education Teachers

Principal Investigator(s): Dr. James O. Schnur, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

Lamar University, located in Beaumont, Texas, one of the world's largest petro-chemical centers, is a state-supported institution with an enrollment of about 13,500 graduate and undergraduate students. Serving as an educational, scientifc, technical, and cultural resource center, its unique programs and location attract students from throughout the state and nation. The College of Education, staffed by about 90 faculty members, is the third largest of nine colleges within the University and encompasses six academic departments: Elementary Education, Secondary Education, Special Education, Home Economics, Health and Physical Education-Men, and Health and Physical Education-Women.

Project Goals

1. Initiating changes in the knowledge base of pre-service teachers concerning attitudes, curriculum, and/or modifications of the educational setting for handicapped students.
2. Increasing the competencies of pre-service faculty members directly participating in teacher training in the College of Education and with the knowledge of instructional techniques which can be used in the education of handicapped children.
3. Facilitating change in attitudes and behaviors of pre-service faculty members and students toward the education of handicapped children in the direction of increased understanding, interest, and ability to work with mainstreamed children.

Plans for Reaching Goals

An Internal Faculty Support Group consisting of five members (department heads, directors, and faculty members) representative of all departments in the College of Education, functions in an advisory capacity to provide leadership in the development of objectives and planning for incorporating mainstreaming aspects into the regular education program. After an intensive study of the implications of P.L. 94-142, this group will lead the remaining faculty members involved in the aspects of teacher training, in the development of curriculum strategies, approaches, and materials that help to facilitate the least restrictive environment concept.

The expertise of consultants already involved in Deans' Grants, visitation to sites with exemplary programs in mainstreaming, available faculty resources, and appropriate materials from other Deans' Grants will be used effectively in the implementation of Lamar's program.

The three-year project period consists of awareness activities, expansion activities related to curriculum modification, and assimilation of selected curriculum strategies and materials into the pre-service preparation program. Over the three-year period, these three components will occur in varying degrees among increasing numbers of faculty members within the College of Education. It is anticipated that, by the end of the project period, all regular education faculty members in the College of Education will have developed an awareness of the implications of the federal legislation, and about 30 faculty members will be actively involved in the actual integration of strategies and materials in their

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specific teaching responsibilities. These 30 faculty members will, in turn, provide pre-service preparation in varying degrees for about 1,050 students.

Products

The materials and resources developed by the project will be made available to interested Deans' Grant institutions.

NORTH TEXAS STATE UNIVERSITY

Project Title: Special Education Staff Development for Teachers of Teachers

Principal Investigator(s): Dr. James J. Muro, Director
Dr. Lyndal M. Bullock, Project Coordinator

Sponsoring Unit: College of Education

Year of Operation
2nd Funding Period
Year 1

Identifying Data

North Texas State University, located in Denton, Texas, is a multifaceted university with about 19,000 students. The College of Education is one of the largest teacher-preparation institutions in the South. It has a current enrollment of 4,500 students with about 1,000 students obtaining initial elementary or secondary teaching certification and an additional 400 students completing the Master's of Education degree each year. The College has 121 full-time faculty members and 14 divisions, one of which is Special Education.

Project Goals

The major objectives of the Project is (a) to provide inservice education for regular education faculty members, and (b) to provide them with technical assistance to infuse special education components into targeted pre-service courses. In addition, the project works with a campus-wide committee that addresses the needs of handicapped college students.

Plans for Reaching Goals

During Years 1 and 2 the project inservice training and direct technical assistance was provided to the faculty members in the areas of Elementary, Early Childhood, and Secondary Education. Resources from the project were also used to facilitate specified courses in the area of administration and supervision.

Beginning with the first year of the new funding cycle (Year 3 for the project), work will continue with the specialization areas delineated as well as to extend our scope to include health and physical education and industrial education.

Products

The project has developed instructional resource packets that are designed to facilitate a series of predetermined special education objectives which have been mandated by the Texas Education Agency. In addition to basic information related to a given objective, media and reference materials have been identified and made available to faculty members plus making available numerous copies in the University Library reserve section and College Learning Resource Center for student use.

A videotape has been developed; it illustrates the total process of referral and placement of a child into a special program.

Beginning with this new funding cycle, the project will explore more effective and efficient delivery systems which will include the development of faculty and student handbooks and specified media presentations.

The project, since its inception, has employed several evaluation procedures: (a) faculty feedback information through a checklist; (b) Concerns Instrument relative to

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the handicapped data for all students entering the existing teacher-education program, (c) private faculty interviews, and (d) feedback from the various area of specialization advisory committees.

Resources

The materials developed thus far are most appropriate for teacher-preparation institutions in the State of Texas. Because the bulk and specificity (to Texas) of the materials, it is not feasible to share the materials themselves, but the project will be pleased to share with others the format used in packet development, the process used in inservice, as well as problems encountered and those with which we are still wrestling.

TEXAS AGRICULTURAL AND MECHANICAL UNIVERSITY

Project Title:

Principal Investigator(s): Dean C. Corrigan, Dean

Sponsoring Unit: College of Education

Year of Operation
2nd Funding Period
Year 1

Identifying Data

Texas A & M University is a land-grant institution with a student enrollment of about 35,000. The College of Education consists of seven departments--agricultural education, curriculum and instruction, educational administration, educational psychology, health and physical education, industrial education, interdisciplinary education--with an enrollment of about 2,900 graduate and undergraduate students and a faculty of 170 members. The special education faculty is included within the department of Educational Psychology.

Project Goals

The ultimate objective of this project is to develop pre-service programs within the College of Education that will better prepare its graduates to meet the needs of youngsters, especially handicapped pupils placed in regular classrooms. An interdisciplinary planning committee of faculty members representing each of the major pre-service preparation programs will engage in a process of review and analysis of regular education preparation programs at Texas A & M. Moreover, this committee will assist in the planning and implementation of staff development.

Plans for Reaching Goals

To carry out this goal of staff development and to impact ultimately on the pre-service programs within the College of Education, the project with the assistance of the interdisciplinary planning committee will undertake the following activities: (a) faculty needs assessment; (b) inter- and intra-departmental faculty noontime dialogues; (c) general theme and specific topic conferences; (d) site visitations; (e) faculty mini-grant programs that fund staff development activities; and (f) faculty individualized educational/staff development programs.

Documentation and evaluation of these staff-development activities will also be a major concern of the project.

Products

A Behavior Management Manual is available upon request from our project office.

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UNIVERSITY OF TEXAS - DALLAS

Project Title: Project SETFORE

Principal Investigator(s): Dr. Clifton S. Harris

Sponsoring Unit: Office of Teacher Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

The University of Texas at Dallas is an upper level and graduate institution of higher education. The University's enrollment is about 7,000 with 221 full-time faculty members. The University includes six schools: Arts and Humanities, General Studies, Human Development, Management and Administration, Natural Sciences and Mathematics, and Social Sciences. Most Schools, in turn, include teaching and research programs. The University has 9 faculty members in Special Education.

The University serves an urban area with a high percentage of ethnic minorities. Its approach to education is quite different from that of most institutions. The leadership chose to be selective in determining to do those things well which were supported by institutional strengths, rather than attempting to offer all levels of teacher preparation and a multitude of professional and endorsement programs. As a result, the University devotes a majority of its teacher-education activities to preparing teachers for secondary schools and insuring strong subject-matter preparation. Education is a University-wide activity as opposed to that of a School or Department of Education.

Project Goals

To provide special education training for regular education faculty members who prepare pre-service regular classroom teachers to serve students with different backgrounds at the secondary level. To make the pre-service sequence more accommodative to the needs of handicapped children in regular classrooms, the project provides resources for the reconceptualization of the pre-service sequence and the redevelopment of curricula and procedures.

Plans for Reaching Goals

The project is guided by a director and expedited by a coordinator who, along with the Planning Team, will involve faculty members in reconceptualizing the existing curricula in terms of the educational principles inherent in P.L. 94-142. Informal and formal activities will provide faculty members with the "talk time" needed to restructure the pre-service program. Practicing teachers, school administrators, parents of handicapped youth, former students, and invited guests with special expertise will provide advice and information needed to improve faculty competence.

The term of the project is three years. Phase I is a Planning Phase (1981-82), Phase II, an Implementation Phase (1982-83), and Phase III, an Institutionalization and Evaluation Phase (1983-84).

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UTAH STATE UNIVERSITY

Project Title: Regular Education Pre-Service (Dean's Grant) -- A Pre-Service Program to Infuse Knowledge Regarding the Mandate Public Law 94-142 Among All professionals in the Teacher Education Program at Utah State University

Principal Investigator(s): Dr. Oral L. Ballam, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

Utah State University is a land-grant university with an enrollment of about 9,500 students. Employing a faculty of more than 800 members, the university has 44 departments within eight academic colleges and School of Graduate Studies, University Extension, and numerous research programs.

In the College of Education there are seven academic departments: Elementary Education; Secondary Education; Health, Physical Education, and Recreation; Instructional Media; Psychology; Communicative Disorders; and Special Education. The Exceptional Child Center, a University Affiliated Program, is administratively associated with the College of Education. Faculty within the College number approximately 130 members with a total student enrollment of nearly 1,350.

Project Goals

Project Goals concern the development, evaluation, and implementation of mediated instructional modules for use in pre-service education settings regarding the requirements of Public Law 94-142 and educator's roles and responsibilities in meeting those requirements. Modules are being designed around a video-tape format utilizing brief lecture, graphics, application and problem-solving activities, and knowledge-level tests. Student and instructor manuals and materials accompany each video-tape presentation.

Plans for Reaching Goals

Year 1 included (a) planning for prototype instructional modules, including content specification, utilization specification, development of propectuses, and their review with department chairpersons and faculty within the College, and (b) the development and College faculty review of seven prototype mediated instructional modules.

Year 2 activities are the formative and summative evaluation of the individual instructional modules with heaviest emphasis placed on formative evaluation or learner verification for individual modules.

Year 3 will focus on dissemination of information strategies regarding the mediated materials, including utilization in other college and university pre-service settings and inservice settings for other human service workers.

Products

Materials on IEP development and monitoring have been developed and are available for discussion and review by contacting Dr. Daniel Morgan, School of Education, Utah State University. Videotapes are in development and in field tests and will be announced on completion.

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UNIVERSITY OF VERMONT

Project Title: Regular Education Pre-service (Dean's Grant)

Principal Investigator(s): Charles A. Tesconi

Sponsoring Unit: College of Education and Social Services

Year of Operation: 2nd Funding Period Year 3

Identifying Data

The University of Vermont, a land-grant institution situated in Burlington, Vermont, has a student body of 7500. The College of Education and Social Services provides undergraduate and graduate professional preparation through four departments: Professional Education and Curriculum Development (PECD); Special Education, Social Work and Social Services (SESWSS): Human Development Studies (HDS); and Organizational Counseling and Foundational Studies (OCFS). A total of 65 faculty members provide undergraduate education for 900 students and graduate education for 300 students (the majority of whom are part-time).

Project Goals

During the first year, attention was directed to curriculum analysis and the development of pilot materials and procedures. In the second year, attention was directed to the field testing and evaluation of pilot materials and procedures with a representative group of clients (pre-service and inservice professionals). In this, the third year, the full adoption and evaluation of the revised materials and procedures will take place.

Plans for Reaching Goals

The essential strategy for achieving the preceding goals is consultation with individual department chairpersons to identify faculty members who desire and/or need assistance in course and practicum revision to accommodate "mainstreaming." Specific services are then provided to assist the chairpersons and faculty members to ensure that department goals and objectives regarding mainstreaming are met.

Products

The modified syllabi and instructional materials developed with the project's assistance must be field tested and are not presently available for distribution. A study of each department in the CESS, "The Integration of Mainstreaming Experience in course Work and Practica - A Case Study," is in preparation and will be available for dissemination in May of 1982.

Resources

Our principal resource is the developing expertise of our faculty in the area of mainstreaming. It will manifest itself through curriculum development and instructional improvement. A mainstreaming materials library is available for faculty use; copies of our materials list are available upon request.

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Interinstitutional Supports

We are prepared to consult with other training institutions on the processes used to generate departmental goals and objectives, and the lodging of accountability for the project at the departmental level. We also will be able to share the results of a "mainstreaming awareness" course which was taught for the first time in Spring 1981.

COLLEGE OF THE VIRGIN ISLANDS

Project Title:

Principal Investigator(s): Herbert A. Hoover, Dean

Sponsoring Unit: Teacher Education Division

Year of Operation
1st Funding Period
Year 3

Identifying Data

The College of the Virgin Islands, an 18-year-old, public, liberal arts institution with teacher-education programs, offers the A.A., B.A., M.A., in Education, and M.P.A. and M.B.A. degrees on two campuses. (The M.A. in Education has a concentration in Special Education, which has 2 faculty members.) Beginning Fall 1981-82, the College had 632 full-time and 1,778 part-time students (FTE=1,357) and 69 full-time faculty members.

Project Goals

1. Increase the education faculty's awareness of the concepts and implications of mainstreaming.
2. Assist the education faculty in the development of an integrated body of knowledge and skills for curricula implementation in teacher-training programs, relative to the needs of exceptional students in regular classrooms.
3. Provide the basic structures for a permanent resource center at the College housing materials and equipment to assist in (a) understanding the concepts of mainstreaming and (b) providing hands-on equipment for simulated and real experiences with handicapped children.
4. Develop, in education faculty members, professional attitudes that reflect the highest standards of the teaching profession.
5. Foster mutual respect and the increased sharing of ideas and materials between the College's education faculty and the Virgin Islands' public school system.

Plans for Reaching Goals

Year 1: (a) Workshops for education faculty members with outside consultants.
(b) Resource center.

Year 2: Curricula modifications (i.e., new courses and modules for integration in existing courses).

Year 3: (a) Employment of local, regional, and national resources.
(b) Extension of education faculty members' skills and knowledge and attitudes to the community.

COLLEGE OF THE VIRGIN ISLANDS

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Virginia

HAMPTON INSTITUTE

Project Title: Training of Regular Educators - Preservice (REP)

Principal Investigator(s): Mary T. Christian, Ph.D., Dean

Sponsoring Unit: School of Education

Year of Operation
3rd Funding Period
Year 1

Identifying Data

Hampton Institute is a privately endowed, coeducational liberal arts college with an enrollment of 3086 students. A predominantly black institution, its international reputation is reflected in the student population which is drawn from 34 states, the District of Columbia, and 15 foreign countries. Since its founding in 1868, Hampton has been historically committed to providing the environment and structures most conducive to the intellectual, emotional and aesthetic development of its undergraduate and graduate students.

Degrees at the bachelor's level are offered in 37 major areas of study; the Graduate Division offers the MA in Administration and Supervision, Elementary Education, Special Education, Guidance, and Secondary Education. The MS is offered in Nursing and Communication Disorders.

Project Goals

Education faculty members shall demonstrate:

1. understanding of full scope and application of Public Law 94-142 and Section 504;
2. positive attitude and sensitivity toward needs and abilities of handicapped students in classes with regular students; and
3. ability to identify required competencies needed by pre-service regular educators to review, analyze and modify present curricula; to fuse reconceptualized elements into curricula, to use self-evaluation techniques in all processes.

Plans for Reaching Goals

1. Faculty workshops, retreats, task forces.
2. Review films, filmstrips, study curricula material.
3. Advice and counsel from local and national experts.
4. Share information with parents of handicapped students.
5. Visit local schools and classrooms with both segregated and mainstreamed groups.
6. Work cooperatively with local school teachers and administrators.
7. Diffuse knowledge and skills to other faculty on campus.

Products

Faculty Development: A Route to Mainstreaming
(Procedural paper and bibliography by Clarissa D. Banks).

Videotapes, slides of training sessions (in process).

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JAMES MADISON UNIVERSITY

Project Title: Cooperative Dean's Grant Project

Principal Investigator(s): Dr. Julius B. Roberson, Dean

Sponsoring Unit: School of Education and Human Services

Year of Operation
1st Funding Period
Year 2

Identifying Data

James Madison University is a multipurpose state institution enrolling about 8,000 students. The School of Education includes a full range of undergraduate programs that prepare public school teachers at all levels. Graduate programs at the master's and specialist levels prepare school psychologists, counselors, administrators and supervisors, and classroom teachers with many specialties. An extensive special education program at undergraduate and graduate levels is offered. All preparation programs are in a state-approved status and are accredited by NCATE. Plans to integrate mainstreaming competencies and skills in teacher-education curricula at all levels were carried out prior to 1980.

The target population of this "consortia" type project is the regular education faculty members of 16 participating smaller private and state-supported institutions of higher education located in Virginia. The participating institutions do not have, or have extremely limited, faculty resources or programs in special education. These institutions are in strong need of enrichment activities in order to effectively comply with P.L. 94-142.

Project Goals

To ensure that teacher educators among the project participants have the knowledge, skills, attitudes, and curriculum necessary to educate regular and special education teachers to effectively work with handicapped students in the least restrictive environment.

1. Professional education faculties at cooperating institutions will acquire a working knowledge of federal special education legislation, appropriate terminology and definitions, and how to make this information a resource for the classroom teacher.
2. The acquired knowledge will serve as a nucleus for curriculum revision in pre-service teacher-education programs throughout Virginia and will be imparted to potential teachers for classroom implementation.
3. Dissemination of knowledge will result in more efficient and effective programing for children exhibiting exceptionality, and who are placed in a mainstreamed environment.
4. A communicating network of institutions and special educational resources will be established on a continuing basis.

Plans for Reaching Goals

Resource Development. Compiling up-to-date information on education for handicapped students related to pre- and inservice teacher education.

Staff Development. Structuring workshops, conferences, and visitations to produce awareness of and competencies in faculty members regarding handicapped students in academic, vocational, career, industrial science, and physical education settings.

Curriculum Analysis and Development. An examination of the present teacher-education curriculum classroom. Development of appropriate models for the education of handicapped students to infuse into existing curriculum.

Project Management. Administration and organization of the project to ensure effective completion of the subcomponents.

JAMES MADISON UNIVERSITY

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Evaluation. A modified Discrepancy Evaluation model will be used. Included in the model is information relative to evaluation questions and concerns. Specific timetables for responding to the evaluation concerns are delineated.

Products

1. Communication Network established among participating institutions of higher education. The newsletter, "Sharing," will be mailed upon request.
2. Knowledge and experience in managing a consortia-type project.
3. "The Regular Classroom as the Least Restrictive Environment," a booklet with practical guidelines for classroom teachers. (Available in May 1982.)
4. "Support Services, Screening and Referrals"; "Characteristics of Moderately Handicapped Pupils" (Modules for initial instruction of pre-service regular teachers; available in May 1982).

GEORGE MASON UNIVERSITY

Project Title: Dean's "Mainstreaming" Project

Principal Investigator(s): Dean Larry S. Bowen and Dr. Barbara K. Given

Sponsoring Unit: College of Professional Studies

Year of Operation
1st Funding Period
Year 2

Identifying Data

The former Northern Virginia branch of the University of Virginia that became an independent state institution under the name of George Mason University, in 1972, is the Commonwealth's most rapidly expanding state university. Located 17 miles west of Washington, D.C., George Mason University offers professional, graduate, and undergraduate degree programs on three campuses to more than 14,000 day and evening students through the Graduate School, College of Arts and Sciences, College of Professional Studies, School of Business Administration, School of Law, and Division of Continuing Education.

The activities of the Dean's Grant project include faculty members in two departments of the College of Professional Studies: Education, and Health and Physical Education; they have a combined full-time faculty of 47 persons instructing about 1,146 Health and Education majors.

Teacher certification and/or endorsement programs are offered in Early Childhood Education, Upper Elementary Education, Secondary Education, Music Education, Health Education, Physical Education, Special Education (emotional disturbance, learning disabilities, mental retardation, early childhood handicapped), Multicultural/Bilingual Education, Guidance and Counseling, Reading, School Administration and Supervision, and Library Sciences.

Project Goals

Through faculty skill development the project goal is to modify education programs to address the education needs of handicapped students in general education. During Year I a university-wide Task Force and an Advisory Board of public school personnel actively provided direction for the project. Faculty demonstrated awareness of mainstreaming issues; knowledge of handicapped children; legal rights of handicapped persons; and least restrictive environments. Several pre-service courses were modified to reflect this knowledge.

During Year II exchange of faculty expertise, further determination of competencies needed by students and program modifications will be empahsized.

Plans for Reaching Goals

All faculty members play essential roles in the activities of the Dean's Grant Project as Gene Hall's (1978) "Levels of Use" and "Stages of Concern" are addressed. Plans for reaching second-year goals include the following activities:

1. Faculty retreat: "From Awareness to Action."
2. Faculty Professional Growth Course--"Mainstreaming": A Concept in Faculty Preparation.
3. Field trips and consultations with public school personnel.
4. Course and program content analysis: what "Mainstreaming" competencies are we currently developing and what ones do we need to add?
5. Program action to modify courses.
6. Analysis on on-going data collection.

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NORFOLK STATE UNIVERSITY

Project Title: TEAM (Teacher Education Assistance for Mainstreaming)

Principal Investigator(s): Dr. Paul B. Mohr, Sr. and Grace W. Setzer

Sponsoring Unit: Office of Academic Affairs

Year of Operation
1st Funding Period
Year 3

Identifying Data

Norfolk State University is a state institution of higher education serving more than 7,000 students in 35 departments and programs at the undergraduate level, 10 graduate programs, and one professional school. The faculty of the University numbers 385 members. The School of Education includes the following departments: Elementary Education, Health Education, Physical Education and Recreation, Secondary Education, and Special Education. A total of 1,150 students are enrolled in the School of Education; the faculty members number 70. From its inception in 1935, Norfolk State University has been a community-oriented urban institution that seeks to identify and develop extraordinary qualities in ordinary persons. Its educational service programs are available to all persons regardless of sex, race, color, or national origin. It is an equal opportunity employer.

Project Goals

Project TEAM will engage the faculty of the School of Education in experiences that will increase their skills in designing and using curricular materials to provide the appropriate skills for regular pre-service teachers to identify, diagnose, and make proper referral of exceptional children in regular classrooms.

Plans for Reaching Goals

Year 1. Survey existing activities and their relation to goals of Project TEAM while initiating internships and workshops.

Year 2. Continue the internships and workshops while initiating curriculum modifications.

Year 3. Formalize curriculum structure and complete model for dissemination. At the end of the three-year period, the teacher-education curriculum will have been revised, pilot tested, and packaged for distribution among classrooms at Norfolk State University. The over-all outcome will be an enhanced teacher-education program and competent graduates who will help the state and the nation to realize the goal of free appropriate education in least restrictive environments for all handicapped children.

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RADFORD UNIVERSITY

Project Title: Project NEED (Nurturing Educational Environments through Differentiation) - Dean's Grant - Regular Education Preservice

Principal Investigator(s): Alan H. Wheeler, Dean
Marilyn M. Troth, Coordinator

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 2

Identifying Data

Radford University is a state-supported coeducational, medium-sized comprehensive institution. The estimated 5600 students come from all parts of the Commonwealth of Virginia, other states, and foreign countries. Forty-two majors are offered in four undergraduate schools: Education; Arts and Sciences; Business and Professional Studies; and Fine Arts. The University Graduate School confers the MA in 23 areas. Three hundred fifteen faculty members teach in both the graduate and undergraduate programs. The School of Education has 6 Special Education faculty members. Special Education programs offered include a BS in Mental Retardation, a MS in Learning Disabilities, Emotional Disturbance, and Preschool Multiple Handicapped.

Purpose

To develop a pre-service curriculum to prepare regular education candidates to respond effectively to handicapped children and youth in the public schools of Southwest Virginia.

Project Goals

1. To develop a skilled university faculty, knowledgeable of the mandates of Public Law 94-142, that is committed to redesign the regular education pre-service curriculum to ensure that regular education candidates in Early Childhood, Upper Elementary and Secondary Education, Counseling, and Educational Administration have the competencies that will enable them to respond effectively to the educational needs of handicapped children and youth in the regular educational setting.
2. To redesign a pre-service curriculum to teach the competencies required of regular educators to effectively accommodate handicapped children and youth in public school settings.
3. To carry out the newly designed pre-service curriculum.

Plans for Reaching Goals

1. Special education priority areas were identified by an informal faculty and student needs assessment survey in state and federal priority areas.
2. A Project NEED Advisory Council was formed to provide project continuity and direction.
3. Stage I (June 80 - May 81) was designed to increase faculty awareness of, knowledge about, and commitment to the implementation of Public Law 94-142 as it applies to the pre-service curriculum for regular education candidates. Activities included

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workshops, conferences, consultant services, film festival, multidisciplinary information-gathering teams, and a weekend retreat. Dr. Gene Hall's Concerns-Based Adoption Model will be used during the project.

4. For Stage II (June 81 - May 82), faculty teams will revise the scope and sequence of the pre-service curriculum; develop lists of competencies necessary for skill in the special education priority areas and methods for evluating the competencies; and prepare teaching systems to ensure that these competencies will be taught.

5. In Stage III (June 82 - May 83), faculty members will introduce the revised curriculum in the course structure, practica, and student-teaching experiences.

6. Internal and external evaluation of the project has been provided for, based on a discrepancy evaluation model.

Target Population

Fifty faculty members from the School of Education and the Schools of Fine Arts, Arts and Sciences, and Business and Professional Studies, an an estimated 600 junior and senior regular education majors (third project year only.)

VIRGINIA COMMONWEALTH UNIVERSITY

Project Title: Dean's Grant Project: General Education/Special Education

Principal Investigator(s): Dr. Charles P. Ruch, Dean

Sponsoring Unit: School of Education

Year of Operation
2nd Funding Period
Year 3

Identifying Data

Virginia Commonwealth University is a large (19,000 students) comprehensive, urban, state-supported institution. It consists of two campuses: the Medical College of Virginia (six academic schools and four teaching hospitals) and the academic (six academic schools, including Education). The School of Education offers a range of professional degree and certification programs at the baccalaureate and master's levels, including four areas of special education (Mental Retardation, Emotional Disturbance, Learning Disabilities, and Preschool Handicaps). The school's enrollment is about 1,174 (HC) and the faculty numbers 97.

Project Goals

1. To introduce "mainstreaming" skills, knowledge, and attitudes into pre-service secondary education programs.
2. To extend awareness and support "mainstreaming" curriculum modifications in all other teacher-education programs.

Plans for Reaching Goals

The major project strategy is the use of Mainstreaming Development Teams, a multi-departmental faculty, and student task forces, who will design, develop, and field-test modifications of the pre-service secondary curriculum. Three teams are in operation: one focusing on general instructional strategies and practicum/field settings in General Secondary Education, a second in Vocational Technical Education, and a third in Psychological/Historical--Cultural Foundations. A systematic documentation (feedback) evaluation procedure monitors project progress and impact.

A unique aspect of this project is the use of faculty teams in development activities.

Products

Thirteen brief instructional packets, bibliographies, monographs, etc., on elementary education--products of the first funding period project.

Other Relevant Information

Resources: teaming as faculty development strategy.

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VIRGINIA STATE UNIVERSITY

Project Title: Dean's Interdisciplinary Special Education Leadership Training Grant

Principal Investigator(s): Ila Martin, Director

Sponsoring Unit: School of Education

Year of Operation
2nd Funding Period
Year 2

Identifying Data on Host Institution

Established in 1882, Virginia State University in Petersburg is a comprehensive historically black institution of higher education in Southside Virginia. At present, it is an integral part of the Virginia University System and has a special mission to serve the broad community of Southside Virginia.

Project Goals

The general goal is to recycle trainers of regular, pre-service educators so that they can provide leadership in training regular education teachers to appropriately educate mainstreamed, mildly handicapped learners.

In this project, 17 regular education faculty (elementary and secondary) are being exposed to a sequential training series of workshops, seminars and experiential learning designed to increase their knowledge and improve their ability to train effectively regular pre-service teachers. These teachers, thus trained, will be better able to educate all learners, handicapped and otherwise.

Plans for Reaching Goals

From June 1980 through June 1983 the program is expected to go through the following stages: Knowledge and skill development training, self-instructional module and skill development training, self-instructional module and skill development and refinement, initial curriculum and training integration and field testing, and curriculum and training integration and institutionalization.

During the course of this past year's training, participants were demonstrating learned skills and developing and refining self-instructional modules designed for use in their classroom. The training and the modules have been developed under the guidance of workshop and seminar consultants and project staff who used lecture, small group discussion and one-on-one consultation strategies. A summer workshop training series has already been conducted as a part of the first year's training efforts.

The second year's effort has focused on the development, refinement, field testing, and initial curriculum integration of self-instructional modules. This has resulted in the production of 16 modules by project participants which are presently being integrated into their regular education coursework.

The focus of this, the final year, will be on integrating the modules into appropriate teacher education courses thus institutionalizing the Dean's Grant concepts. Also, the modules will be completed in the finished form and packaged and disseminated to a national audience.

Products

Self-instructional modules were developed for participants in the project.

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GONZAGA UNIVERSITY

Project Title: Dean's Grant for Pre-Service Training in Mainstreaming

Principal Investigator(s): Dr. Jeanne Wardian, Dean

Sponsoring Unit: School of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

Gonzaga is a Jesuit liberal arts university located on the banks of the Spokane River, within a metropolitan area of 325,000 people. Undergraduate enrollment is about 2,000 students with a total of 3,400 students registering each semester, taught by a faculty of 250 lay and Jesuit personnel. The School of Education offers a Comprehensive Teacher Certification Program that enables students to obtain initial as well as continuing certification on the elementary or secondary level. Three undergraduate majors in education include Special Education, Physical Education, and Communication Disorders. Graduate programs include several degrees on the master's level and one doctoral level program.

Project Goals

The primary goal is to fully integrate coursework in mainstreaming into the teacher-preparation pre-service curriculum of Gonzaga University's School of Education. Goals for the first year of the project include the following:

1. To develop faculty awareness of the provisions and implications of P.L. 94-142.
2. To encourage faculty participation in planning curriculum revision.
3. To develop and provide support services to faculty members and students through review of current literature and use of interdepartmental and community resources.
4. To evaluate the impact of the Dean's Grant on faculty practices and on students and graduates.
5. To initiate contact with community school districts to facilitate the establishment of practicum sites.

Major goals for Year 2:

1. Full implementation and evaluation of curriculum revisions.
2. Placement of students in mainstream practicum sites.
3. Development and evaluation of practicum competencies.
4. Collection of baseline data through follow-up of Year 1 graduates.

Final objectives for Year 3:

1. Establishment of curriculum in final form with competencies set for practicum activities.
2. Dissemination of successful procedures to other schools of education and mainstream settings.
3. Evaluation of Year 2 graduates to provide feedback on the project's effectiveness.

Plans for Reaching Goals

A series of seminars will provide background information on (a) P.L. 94-142 and its implications for regular education personnel, and (b) techniques for mainstreaming. Materials and assistance from the Dean's Grant project will be offered on a group and indivdiual basis to all the education faculty. Following the initial awareness activities, the faculty and an advisory committee will be invited to discuss and negotiate the integration of mainstreaming topics into the regular education pre-service curriculum. This will

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involve mutual agreement between the faculty and the Dean's Grant staff on what aspects of mainstreaming should be included in the regular education curriculum; the development of an outline for the curriculum-revision process; support in the form of personnel and materials from the Dean's Grant staff; and evaluation of the effectiveness of curriculum revisions. The revised curriculum will specify student competencies relevant to mainstreaming, as well as activities that should take place in the mainstream practicum site.

Communication within the university, the public schools, and the community will be facilitated through conferences and guest speakers aimed at obtaining information and resources regarding mainstreaming. In addition, the Dean's Grant Resource Center will publish a newsletter for circulation among the university, community, other Dean's Grant projects, and other universities. The Dean's Grant staff also will offer a variety of resources to faculty, students, and community, including media, books, research information, seminars, and lectures.

The impact of this Dean's Grant project will be measured through actual change in course content in regard to mainstreaming, faculty use of Dean's Grant staff, and faculty attendance at mainstreaming seminars and discussions. A portion of the evaluation effort will be directed to research of the literature on procedures which have or have not been conducive to student success. Finally, the evaluation effort will attend to the ultimate objective of developing teachers prepared to mainstream handicapped children in their classrooms. The projected direction of this evaluation effort will be toward measuring the successful experiences of children mainstreamed within the classrooms of Gonzaga graduates who experienced these pre-service curriculum changes, and comparisons with previous Gonzaga and non-Gonzaga graduates.

Products

Project newsletter; research reviews; bibliography of mainstreaming materials; possible curriculum packets.

UNIVERSITY OF WASHINGTON

Project Title: Regular Education Pre-Service

Principal Investigator(s): Dr. Theodore Kaltsounis, Associate Dean for Undergraduate and Professional Studies

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

The College of Education of the University of Washington, with a full-time faculty of more than 89 members, has an undergraduate enrollment of 928 and a graduate enrollment of 1,049. In addition, more than 1,000 persons annually receive inservice training toward their "fifth year" permanent teaching credential. The Department of Education is part of the College of Education; it includes faculties outside education who contribute to teacher-preparation programs. The Dean is the head of the Department of Education and is the chief administrator of the College of Education.

Project Goals

The purpose of the project is to stimulate curricular modifications among regular education personnel to accommodate handicapped students within least restrictive environments. Attitudes, knowledge, and skills related to teaching handicapped learners will be infused into regular education courses of study by collaborative planning arrangements that stress the participation of special education and regular education facilities, public school personnel, parents of handicapped children, education students, and handicapped individuals. Training programs will move through four interrelated development steps: faculty awareness, program design and development, field testing, and further program revisions. At the conclusion of this project, program revisions in teacher education, counseling, education psychology, and educational administration will have been formally approved and implemented.

Plans for Reaching Goals

The Project is divided into six subcomponents:

1. Project Administration will include all activities to facilitate the accomplishment of major project goals; i.e., coordinate project resources, support program development in secondary and elementary teacher education. This involves soliciting as much faculty, school, parent, and student contributions to the design of the program as possible to encourage involvement and commitment to achieving the program's goals. This area also includes the development of a participatory management model to provide procedural guidelines, as well as a vehicle for project decision making.
2. Faculty Development will involve extensive on-going inservice programs to give faculty members as much information as possible about handicapped individuals and mainstreaming, to insure continuous faculty input into project planning, and to provide an information base from which to make curricula decisions. Activities include site visits to public schools, examination of literature, resource speakers, workshops, retreats, and dissemination of information materials. There will be special involvement of the Special Education faculty, and a year-end survey to determine progress. Faculty development this year will be expanded to include students preparing for certification in administrative positions.
3. Curriculum Development will focus on developing those areas of the regular teacher-preparation curriculum where decisions were made in 1980-81 to introduce new "special

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education" type content. The outcome of this effort will be modules of instruction that can be used by whoever is assigned the teaching responsibility for that portion of the program. Responsibility for developing modules will be shared by Curriculum and Instruction staff and Special Education staff.

4. Practicum Site Development will focus on refining an inservice training model in area schools. Assistance will be given to participating schools for development and implementation of inservice training. The subcomponent coordinator will assist local districts in their efforts to provide additional regular class teachers with the skills necessary to accommodate the needs of students with learning and/or behavior problems. With guidance and assistance of project personnel, the plan will result in the development of a portable model to be used by area schools.

5. Evaluation will include conducting product and process evaluations to establish baselines for attitude and knowledge measures for teachers and students, which will result in an analysis of trends over time.

6. Dissemination of Information will emphasize specific outcomes of curricula revisions. It will primarily be aimed at informing those persons locally who directly or indirectly participate in project activities, informing school districts and State agencies of project activities, and informational exchanges at the national level.

Other Relevant Information

Data has been collected on attitudes and knowledge of various groups of future and present educators related to handicapped individuals. The subjects were in various professional programs in education. We would be willing to share these data and their implications.

BETHANY COLLEGE

Project Title:

Principal Investigator(s): William Daniel Cobb III, Dean

Sponsoring Unit: Education Department

Year of Operation
1st Funding Period
Year 3

Identifying Data

Bethany College is a private, church-related institution with an undergraduate enrollment of 1,000 students and employing 100 faculty members. The College recognizes education as a discipline in the liberal arts. Certification is available in elementary education and such secondary content areas as art, English, foreign language(s), language arts, mathematics, music, physical education, science(s), and social studies. No special education degrees are granted, nor does a special education department exist.

Project Goals

The present professional education staff is dedicated to the integration of competencies related to special education throughout existing courses. Specific goals across the three-year plan include (a) ensurance of basic and advanced competencies necessary for teaching handicapped children in regular classrooms, (b) development of potential mainstreamed field and laboratory sites, (c) provisions for additional resource personnel with special education expertise appropriate to the project's objectives, and (d) development of faculty attitudes and competencies essential to independent program support.

Plans for Reaching Goals

The total integration of all coursework and the subsequent pre-service teacher competencies are the primary focus of Years I and II. Vehicles for implementation include team-planning and team-teaching situations; internal and external guest speakers; module development; and materials/resources development and utilization. New courses or special seminars are developed only when program changes inadvertently create gaps for particular students. One-shot additions include an overview course on exceptionalities and seminars for student teachers.

Implicit in the desire to offer opportunities for advanced competencies is the need to establish an extensive network of field placement and resources by the end of Year III. Such sites will include local public and private schools, day-care and preschool settings, medical centers, and special education facilities. A combination of mainstreamed and self-contained settings must be used.

Years II and III concentrate on staff development, an ongoing process begun earlier in the course of development. Involvement extends across campus following a one-day faculty inservice program and is fostered by the presence of present and past handicapped college students.

Interinstitutional Supports

Bethany College represents a unique group of institutions which have entered the related field of special education without previous attention to special education via a formal department or specialization program. Like other colleges, the first function of the existing Education Department had to be the construction of an organizational and program-

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matic structure that permits an integrated approach through an ever-changing curriculum. Thus, assistance can be given to other institutions needing help with the theoretical and practical dimensions of Year I. A description of the Department's program structure and resource lists of specific instructional materials (free and purchases), library purchases, and audio-visual material can be shared.

To this end, our staff can offer consultation on curriculum development, instruction, and organization; classroom exceptionalities; diagnostic and prescriptive reading; and science and math.

MARSHALL UNIVERSITY

Project Title: Southern West Virginia Dean's Grant Consortium

Principal Investigator(s): Dr. Phillip Rusche

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

This Dean's Grant is to coordinate the efforts of the following eight colleges and universities: Bluefield State College; Concord College; Glenville State College; Marshall University; University of Charleston; West Virginia College of Graduate Studies; West Virginia State College; and West Virginia Institute of Technology. Each institution is within approximately a 100-mile radius of a common meeting place.

Project Goals

The purpose of this Dean's Grant Project is to coordinate the efforts of the above colleges and universities to revise their educational certification curricula to include experiences in teaching handicapped students who are mainstreamed into regular classrooms. Because of the schools' close proximity to each other it is possible to share resources among faculty members who have common concerns with how to develop methods and materials relating to the educational needs of atypical children. For example, the English methods instructor, or the teacher educator in the foundation area, or the counseling department, regardless of institution can meet in a common location to participate in common experiences; or resources can be packaged and shared among similar faculties at geographically close institutions.

Plans for Reaching Goals

Two coordinators will help each institution to conduct a needs assessment to determine which faculty members to involve in the curriculum revision, to decide what types of experiences will be necessary to help faculty members to understand the educational needs of handicapped children, and what sort of technical assistance will be needed to change certification curricula. Once the faculty, program areas, and informational needs have been identified, the coordinators will provide sessions to resolve the needs areas.

(a) The training sessions will include affective information to sensitize faculty members to the problems and needs of handicapped students. (b) training sessions in each program area will offer factual information on the educational needs of handicapped students, suggested methods for teaching that information to students in certification programs, and assistance to faculty members on how to change curricula.

The certification areas identified for this program follow:

1. Teachers--elementary and all program areas in secondary.
2. Administration and supervision.
3. Support service areas: (a) Reading; (b) Counseling; (c) Speech and Hearing Therapy; (d) Special Education; (e) Library Science.

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West Virginia

WEST VIRGINIA UNIVERSITY

Project Title: WVU Dean's Grant Project

Principal Investigator(s): Dean William G. Monahan
Thomas P. Lombardi, Coordinator

Sponsoring Unit: Colleges of Human Resources and Education

Year of Operation
1st Funding Period
Year 3

Identifying Data

West Virginia University is a land-grant comprehensive institution offering 165 degree programs in 15 schools and colleges. It is the center of graduate and professional education, research, and extension programs in the state. Of the 22,500 students, 7,000 are in graduate or professional programs. The Dean's Grant is housed in the College of Human Resources and Education. At the undergraduate level, H.R. & E. is organized into the departmental program and services areas of Curriculum and Instruction, Special Education, Speech Pathology and Audiology, Educational Psychology, Health Education, Reading, and Family Resources. Degrees in every teaching field from early childhood education to secondary schools specialization are offered. Additional graduate programs are offered in Counseling and Guidance, Education Administration, Reading, Rehabilitation and Technology Education. About 400 professional teaching certificates are processed each year. The majority of these new certificates are for the elementary level.

Project Goals

The project is designed to foster a competency-based specialized training program for preparation of regular educators and school-support personnel so that handicapped students may be appropriately educated in least restrictive environments. Training takes the form of modifications of the existing structure as opposed to the development of new course work.

The first-year goals included organization and activation of faculty working task forces, development of special education competencies required for regular educators, development and maintenance of a Mainstreaming Library, modification of faculty attitudes toward mainstreaming, an increase in faculty knowledge about Public Law 94-142 and handicapped students, and promotion of relevant research and dissemination efforts. These goals seem to have been achieved.

Second-year goals extend those of the first year with expansion of all teacher-training faculty members, placement of special education competencies into professional education courses by scope and sequence, evaluation by students of acquired competencies, updating of Mainstreaming Library, and continuation of research and dissemination efforts.

Projected goals for the third year include evidenced change in attitude and knowledge by all faculty members participating in the training of teachers and supportive school personnel, all students in regular teacher-taining preparation courses, and all 1982 first-year regular teachers graduating from W.V.U. In addition, supportive school personnel (future counselors, administrators, speech therapists, etc.) will demonstrate similar supportive changes.

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Plans for Reaching Goals

Project activities include training workshops, preparation and purchase of modules and guided designs, development, maintenance and updating of a Mainstreaming Resource Library, and consultation and technical assistance for faculty members, research, and dissemination. Following the first-year activities, statistically significant changes in positive attitudes toward mainstreaming were noted by the faculty participants (experimental group) as compared to faculty non-participants (control group). Gains also noted in knowledge about Public Law 94-142 and handicapped persons, however, such change did not reach statistical significance. Dissemination of project activities through the H.R.E. newsletter, newspaper articles, and published research reports are and should continue to foster a positive ripple effect throughout the University and state.

Products

The products generated by the project include an Inventory on 94-142 and the Handicapped. Developed by project personnel, it is a 40-item true - false test designed to assess one's knowledge of the law and general characteristics of exceptional learners. A few items are specific to West Virginia Standards and may not be applicable to other states.

A list of 30 competencies were developed for incorporation in the professional education foundation courses. These were developed from Public Law 94-142, Standards for Approval of Teacher Education Programs in West Virginia, West Virginia Standards for Education of Exceptional Students, NCATE Standards and a review of the professional literature.

A forthcoming article, "Modifying Teacher Trainers' Attitudes and Knowledge of Mainstreaming Handicapped Students" is available. It describes the results of the project's first-year intervention in which the Inventory (described above) and Baker's Attitide Survey were the pre- and post-test measures.

Resources

The major resources that may be of assistance to other institutions is the project's design. Flow charts for each project year, use of participant task forces, controlled research design, and the value of a ripple effect through change agents may prove successful to other teacher-training institutions that are seeking similar modifications.

Inter-Institutional Supports

Topics which the project staff feel knowledgeable and comfortable addressing are Accountability and the Dean's Grant, Strategies and Techniques for Teaching the Mildly Handicapped in the Regular Classroom, Developing the Career Education Component of the I.E.P., Changing Institutional Structures for Effective Special Education, and Developing a Mainstreaming Library in the College of Education.

UNIVERSITY OF WISCONSIN - LA CROSSE

Project Title:

Principal Investigator(s): Howard Rose, Dean

Sponsoring Unit: College of Education

Year of Operation
1st Funding Period
Year 1

Identifying Data

The University of Wisconsin at La Crosse is a campus of the University of Wisconsin system. Largely committed to undergraduate education, La Crosse employs about 400 full- and part-time faculty members. The student population is about 8,000. The Dean's Grant Project is addressed to the Division of Teacher Preparation, which includes preparation programs in Elementary Education, Secondary Education, Reading, Educational Media, Health Education, Physical Education, Recreation and Parks, College Student Personnel, Special Education, and School Psychology.

Project Goals

Teachers completing University of Wisconsin - La Crosse Teacher Preparation Programs will acquire the knowledge, skills, and attitudes needed to be highly effective teachers of handicapped students in the least restrictive environment.

Plans for Reaching Goals

The activities scheduled for Year I are (a) to assess current curriculum (b) to acquire and disseminate information on potential curricular content for meeting the needs of exceptional individuals in the least restrictive environment, (c) to engage in decision-making activities if curricular revisions are needed, and (d) to plan and conduct an evaluation strategy for project outcomes.

During Year II the following activities are anticipated: (a) distribute the identified curricular revision responsibilities among courses and instructors; (b) engage in teaching and instructional design activities to make the curricular revisions possible; (c) carry out curricular revisions; (d) continue evaluation and feedback activities.

The major focus for Year III will be on evaluation and field-application outcomes. Specific activities are (a) to develop and conduct a monitoring system for student teaching that will provide continuing feedback regarding trainee effectiveness; (b) to monitor the incorporation of curricular revisions; and (c) to use feedback from student teaching to make additional necessary revisions.

Products

Products for the project will be developed during the second and third years.

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PRODUCT LIST

Dean's Grant Projects 1981-82

(Listing of products as reported in abstracts)

ALABAMA

Alabama Agricultural and Mechanical University

An annotated resource guide will be ready to share in the spring of 1980. A copy of the guide will be sent to the ERIC system and to the NSSP office in Minneapolis.

University of Alabama - Birmingham

Five booklets in the series, "Kids Come in Special Flavors," attack the problems of identification, assessment, curricular and environmental changes, program changes, and resource materials for children with emotional problems, mental retardation, learning disability, visual impairment, and giftedness. This series is available from: Kids Come in Special Flavors Co., Box 526 - Forest Park Station, Dayton, Ohio 45405.

ARIZONA

University of Arizona

Printed materials: Public Law 94-142; Glossary; Annotated Bibliography; Classroom Awareness Activities; Media; and Staffing Simulation.
Workshop format emphasizing effective teacher behaviors in mainstream classrooms.

ARKANSAS

University of Arkansas

Not available until 1982-83.

CALIFORNIA

California State Polytechnic University

The media package will consist of a monograph describing an Entire University Revision Process; Step-by-Step Approach, and a 30-minute Awareness Presentation to be used as an initial orientation to expose all departments to Project MASH and sensitize them to the needs of handicapped individuals.

California State University -Northridge

By the end of the third project year, four kinds of products will be available to share: new course outlines in the School of Education, Departments of Art Education, Chicano Studies, Child Development, Communicative Disorders, English, Health Science, Home Economics, Mathematics, Music, Psychology, Physical Education, and Recreation; instructional materials for use in these courses; staff development materials; and needs assessment procedures and instruments.

California State University - Chico

In process of development is a tape-slide presentation of California requirements in Special Education and Mainstreaming.

University of the Pacific

1) Faculty questionnaires; 2) Workshop materials developed for faculty inservice; 3) 4-week unit plan developed for faculty inservice; 4) Formative statement of generic and specific goals for eight program areas; 5) Evaluation models for both (a) basic programs, and (b) advanced programs; 6) First-year discrepancy model of evaluation.

San Jose State University

A mainstreaming resources bibliography: it includes books and printed, media, and curriculum materials that are available from the San Jose State Learning Resources Laboratory, the San Jose State Library, the Santa Clara County Media Center, the Santa Clara County Center for Educational Improvement, and the San Jose Unified School District.

COLORADO

Colorado State University

An outline of competencies for working with handicapped students and related behavioral objectives has been developed. In addition, various curriculum analysis and development products have been achieved while additional curriculum development products are underway. A catalog of the products is being prepared and will be available in 1982.

University of Colorado - Colorado Springs

IMPACT newsletters (including quick diagnostic hints, resources for print, and film media), Video tapes on the network process, learning disabilities (two more to be developed), Filmstrip/slide media on resources and facilities in Colorado for the Handicapped population, TV documentary.

DISTRICT OF COLUMBIA

American Association of Colleges for Teacher Education

1) The Preparation of Education Professionals for Educating Exceptional Students: A Resource for Responding to new NCATE Standards (tentative title); 2) Three papers as described in 3. (preceding section), Plans for Reaching Goals.

American Society of Allied Health Professions

1) Alliances in Advocacy for Disabled Children and Youth: Resource Manual. Carolyn M. Del Polito, Ph.D. (Editor), The materials contained in the Resource Manual reflect the workshop curriculum developed to prepare Allied Health professionals for leadership roles related to identifying, referring, and advocating for disabled children and youth; 2) Paper presented at the AERA Convention: "The Allied Health and Child-Find Project: Application of Diffusion and Persuasion Theories," by Carolyn M. Del Polito.

Training Assistance Center/National Alliance of Black School Educators

Project Training Module Series: The Training Assistance Center has developed five instructional modules that are designed to encourage and assist teacher educators who are not in special education to teach pre-service teacher educators about handicapped students. Each module singly may be infused in existing courses or used with others as a course on handicapped children. The modules have been field teated in project workshops and institutional learning sessions.
Each instructional module has a common format; session title, instructional plans, handouts/transparencies list, pre-post assessment tests, lectures, references and resources, and necessary supplementary materials. The completed training modules are as follows: 1) Public law 94-142 and the Minority Child; 2) Valuing the Diversity of Minority Handicapped Students; 3) Minority Handicapped Students; Assessment Issues and Practices; 4) Structuring the Learning Climate for Minority Handicapped Students; 5) The Development and Delivery of Instructional Services: A Commitment to Minority Handicapped Students.
Under development are additional research reports that describe educational programs in historically black institutions and state inservice efforts to cope with mainstreaming.

The Catholic University of America

An outcome of a joint research project with the secondary education program will be an instructional packet which can be used in course work for the following purposes: 1) to help regular secondary teachers become more sensitive to the needs of handicapped students in their classes; 2) to enable regular secondary teachers to adapt their lesson plans to the needs of handicapped learners.

FLORIDA

University of Central Florida

The Dean's Grant has produced two products to date: an annotated bibliography of mainstreaming materials for use in teacher-education programs, and a study of inservice education activities with respect to P.L. 94-142 for Florida's regular educators. In addition, the College will produce a monograph of the Task Force Facilitators' experiences (available February 1982). A slide-tape on curriculum materials to use with the study of various handicapping conditions is being developed. Modules and course outlines are available.

Florida and Agricultural and Mechanical University

It is hoped that completed modules will be available after the grant period has ended.

University of Florida

Materials related to process, procedure for developing an extended program.

GEORGIA

North Georgia College

Persons interested in data related to specific handicapping conditions, the learning styles of handicapped students, and how this knowledge can facilitate the education of handicapped children in regular classrooms can write for a listing of materials purchased and developed by the Dean's Grant.
North Georgia College has been invited to make presentations to other small colleges with limited personnel and resources on the implementation of a pre-service grant. The project uses a practicum-based approach to changing attitudes toward and providing skills needed in working with handicapped children. Presentations and consultations have been provided in the areas of P.L. 94-142, effective parent/teacher relationships, noncategorizations of handicapped students, effective communication between special and regular educators, the resistance to mainstreaming, and the administrator's role in the mainstreaming of handicapped students.

HAWAII

University of Hawaii - Manoa

(From past elementary and secondary projects:) 1) college Faculty Development Training Program Competencies Test; 2) units of instruction or modules on mainstreaming, both elementary and secondary, integrated into pre-service regular education foundation and methods courses.; 3) Delphi Survey for setting priorities for the competencies to be included in the University of Hawaii at Manoa B.Ed. program; 4) detailed framework for integrating mainstreaming competencies into new or existing courses in the B.Ed. program; 5) revised syllabi for modified regular education courses at the secondary level, which include mainstreaming competencies; 6) study of the impact of P.L. 94-142 on Hawaii's school counselors; 7) evaluation instruments pertaining to faculty training and curriculum development; 8) products from present Dean's Grant to be available for dissemination in late Spril 1982.

IDAHO

Idaho State University

The following modules are available for dissemination: Unit I. Curriculum Characteristics and History (17 pp.); Unit II. Learner Characteristics and Their Influence on Curriculum (11 pp.); Unit III. Specifying Curriculum Objectives (11 pp.); Unit IV. Curriculum Evaluation (16 pp.); Unit V. Designing a Curriculum Sequence (13 pp.); Unit VI. An Ecological Approach to Curriculum Design (13 pp.).
Information on procurement of modules is available from the University Bookstore, Box 8013, ISU, Pocatello, ID 83209. Requests for field tests/sharing of results may be discussed with project staff.

A survey of mainstreaming practices representing 45 states and the District of Columbia is available. Topics surveyed include instructional practices, administrative placements, and inservice training for regular classroom teachers. Relationships were examined among four variables: instruction, placement, categorical type of exceptionality, and geographical area. Significant relations were found between all possible combinations except for categorical type and geographical area. Implications for inservice/pre-service training are delineated based on the data received. The document is available at the University Bookstore under the title "The Relationship of Individualized Instruction to Placement of Exceptional Children: A Geographically Comparative Study."

University of Idaho

1) Learning modules have been developed in the areas of individualized instruction, legal aspects, preparation of school and faculty for mainstreaming, and effective communication with parents. These materials are in an audio-filmstrip format and are currently available for dissemination to schools, colleges, universities, and relevant agencies.
2) An annotated bibliography has been developed on current research in the area of handicapped students in regular classrooms. With the recent proliferation of articles on mainstreaming, this bibliography is periodically updated. The bibliography is available to any institution or agency.
3) An evaluation instrument has been developed to gain feedback from teachers and teacher trainees who are nearing graduation. This instrument is used to measure competencies necessary to effectively serve exceptional children in regular classroom settings.

ILLINOIS

Bradley University

The co-directors of the project will be glad to share information on its procedures and goals.

Illinois State University

Instructional Materials: (a) a set of sequential competency clusters with each cluster consisting of a series of competencies leading to specific terminal behaviors to be demonstrated as the student proceeds through the program; (b) an instructional component in the regular elementary education curriculum for each of the four-semester CORE programs that will be composed of instructional objectives, instructional content and procedures, performance evaluation, and supplemental resources.

University of Illinois

1) Matrices indicating course distribution of topics; 2) resource guides for elementary and secondary education; 3) Annotated bibliography of selected materials and media; 4) Descriptions of PLATO computer program: "Public Law 94-142 and Mainstreaming: An Introductory Lesson;" 5) Report of first-year strategies for establishing a climate of change in the College of Education; 6) Detailed descriptions of the Specialized Instruction Program, a minor in Special Education for regular classroom teachers including the program of inservice training for cooperating teachers.

Northern Illinois University

1) Slide/tape recruitment presentation describing the M-EE Project at NIU; 2) videotape presentation (30 minutes) entitled "Mainstreaming: The DeKalb Approach;" 3) numerous publications. (Contact staff for list.)

ILLINOIS

Roosevelt University

Currently, the project has produced instruments to measure attitudes and knowledge in special education, a resource bibliography, a management plan for the program, a set of resource papers related to guest speakers of national reputation who have been and will be addressing the faculty and a faculty manual for research projects related to the education of handicapped students.

A particularly strong feature of the program is the evaluation component which is the responsibility of the Research and Development Center of the College of Education. The R and D Center has had several years' experience in the evaluation of funded proposals in a variety of areas. Using a multiple methodology model within the framework of transactional evaluation designs, the data generated by the project participants will be used as a basis for decision making in the project and summative evaluation. All staff members have a high level of expertise and conceptual knowledge in the area of education of handicapped students.

Western Illinois University

1) Competencies for Early Childhood Handicapped undergraduate and graduate students; 2) student recruiting slide-tape; 3) faculty-oriented descriptive slide-tape; 4) articles about the 0-6 Project; 5) Student-Staff Accountability Program (a computerized time management system).

INDIANA

Purdue University

The list of products that have been developed or are in process at this stage of the project follow. It is anticipated that in this third year, additional products will result from the efforts toward awareness and involvement of faculty during the preceding period. 1) Dimensions of Diversity, a collection of seminar presentations, 1980-81; 2) Evaluation Forms: Faculty Opinionaire and Student Opinionaire; 3) Bibliographies; 4) Film: "Mainstreaming at Mayflower Mill" by Ernest McDaniel; 5) Videotapes: "Mainstreaming Secondary Special Needs Students" by Lucille Frick and Betty Sawyers. Under development: Guided Design Modules on Behavior Modification for Pre-Service Teachers by Charles Whittemore.

IOWA

Clarke College-Loras College-University of Dubuque

"Prioritizing Capabilities Needed by Regular Teachers to Work with Handicapped Children in a Regular Classroom." These materials include a set of "Capability Cards," "Sorting Board," "Cluster Board," and "Tally Sheets" for both the Sorting Board and Cluster Board. These materials proved to be very effective in assisting the faculty in the selection of statements of capabilities (competencies) needed by a regular teacher working with handicapped children in a regular classroom setting.

Iowa State University

Expected products upon completion of the first year of grant activities include the following: 1) a list of mainstreaming competency statements for use by regular elementary education faculty members; 2) the collection and listing of instructional materials for use by faculty members and students; 3) evaluation instruments for use by department faculty members, students, and teaching personnel; 4) modified course outlines for use by faculty members in teaching mainstreaming competencies.

KANSAS

University of Kansas

We currently have available four volumes of instructional modules designed to train undergraduates in competencies which we believe are necessary to teachers of exceptional children in regular education settings. These modules will form the base for the development of our extended program. The modules are Series I-Character Assessment; Series II-Planning for Instruction; Series III-Instructional Management; and Series IV & V- Communication Skills and Legal, Philosophical and Social Issues: Implications for Handicapped students. These four modules make up the series "Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers."

LOUISIANA

Grambling State University

In addition to the development of appropriate course outlines and related program materials, major products will be developed for use with prospective teachers and project faculty and staff. The project will produce the following: (a) a compendium of Teacher Competencies and Training Strategies for Mainstream Education; (b) a mainstream Primer for Regular Classroom Teachers; and (c) Preparing Regular Educators for Mainstreaming: A Procedural Manual for Colleges of Education.

University of New Orleans

Module 1 - Requirements and Intent of P.L. 94-142 and Louisiana Act 368; Module 2 - Characteristics of Exceptionalities; Module 3 - Referral and Diagnostic Process; Module 4 - Individualized Educational Program.

MARYLAND

Hood College

Products from the Dean's Grant include Needs Assessment; course outlines and competency statements for the early childhood and secondary education programs; and examples of units developed for specific courses.

Morgan State University

Year-end reports.

MICHIGAN

Central Michigan University

An annotated bibliography of materials is available in the resource center and a book, The Teacher's Guide to Mainstreaming; A Handbook for Regular Classroom Teachers.

University of Michigan

Packet outlines. Each packet includes an outline of the goals and objectives for specific mainstreaming topics; an overview of the concept; a variety of in-class activities, background readings, and handouts; media possibilities; and suggestions for areas of inclusion in curricula.

MINNESOTA

College of Saint Teresa

1) The Effective Fit of Regular and Special Education Competencies in the Preparation of Regular Classroom Teachers; 2) The Unthinkable Things We Do to Help Handicapped Children; 3) Blooming Freshman: Orientation for Freshmen on use of Bloom's Taxonomy to assist in synthesizing their college learning; 4) Presentation to Minnesota AACTE Group, April 1980; 5) Special Education as a great experiment--Education Unlimited: publication of CST paralleling IEP and Scientific Methods; 6) CST's Characteristics of a Liberally Educated Person.

MISSISSIPPI

Alcorn State University

Quarterly newsletter; course guide; annotated bibliographies in exceptionalities; list of available instructional materials; lecture, audio, and video tapes.

Jackson State University

Quarterly newsletter; annotated bibliographies on topics related to exceptional students; and video tapes.

University of Mississippi

Products available May 1982 include: Article - F. J. Eicke, "Counselor Role in Placement Testing;" Syllabus - Graduate course-- The Organization and Administration of Programs for Exceptional Students (team-taught by Special Education and Educational Administration); Articles in Preparation - S. Shapero & M. Dupper, a) "Legality of Certification Requirements Which Discriminate Against Handicapped Teachers;" b) "Liability for Injury to Handicapped Students in Physical Education Classes."

MISSOURI

University of Missouri/Columbia

Project Training Module Series: Training modules have been designed and developed by the project to assist trainers/leaders in conducting group process-oriented training sessions to promote the process of including handicapped youngsters in regular community youth and recreational programs. Particular emphasis is placed on assisting youth organizations, agencies, and the community in fostering an environment of acceptance in "mainstreaming" handicapped youngsters into regular activities and programs. The modules have been field tested in project workshops, conference presentations, and related activities.
Each training module is designed with a common format: session title, setting for implementation, time required, session procedure, expected outcomes, and necessary supplemental materials and tools. The completed training modules are: 1) Mainstreaming Handicapped Youngsters in Specific Community Youth Organization Programs; 2) Including Youngsters with Special Needs into Regular Youth Programs; 3) Barriers to Community Mainstreaming; 4) Introduction of Handicapped Youth into Community Recreation Programs; 5) Basic Issues for Discussion of the Topics of Community Mainstreaming; 6) Community Resource Plan Development Strategies; 7) Social Recreation Mainstreaming Considerations for Specific Disabilities.
Additional products available from the project include: bibliographies, audio-visual list; course outline (Community Mainstreaming); community needs assessment report; newsletter mailing list; workshop training packet; video tapes; slide-tape presentations; other training materials.
Topics on which project staff have additional expertise which they are willing to share with other grant or non-grant institutions include: Problems in Community Mainstreaming; Orientation to Community Mainstreaming; Attitude Awareness Change; Leadership Strategies and Techniques; School/Community Youth Agency Cooperation; Guides for Community Mainstreaming; Establishing an Agency or Community Plan to Mainstream Children in Regular Community Programs.

NEW HAMPSHIRE

University of New Hampshire

1) Improved on campus courses; 2) self-contained learning packages appropriate for pre-service teachers (combination videotapes, print materials, slide-tapes); reorganized field sites to emphasize mainstreaming experiences in the pre-service internship; 4) journal articles chronicling this odyssey.

NEW JERSEY

Glassboro State College

1) A needs assessment instrument for use with teacher educators; 2) modules for preparing pre-service early childhood, elementary, and secondary educators for the mainstreamed classroom; 3) student and faculty knowledge and attitude survey instruments.

NEW YORK

Brooklyn College

An extensive listing of competencies includes special education competencies for teachers of emotionally handicapped, learning disabled, and mentally retarded children. Enabling activities for the development of each competence and assessment criteria are also available. Resources to be developed include sample IEPs for specific grades and handicaps, new instructional materials in various content areas, and curriculum guides.

City University of New York - Medgar Evers College

1) Modules for various courses to enable participation of disabled children in regular clasroom activities; 2) a teacher competency checklist; 3) A package of training materials, including videotapes, for para-educators and parents, particularly of minority special education children.

Hofstra University

The Project Evaluator, Professor Liora Schmelkin, has developed a number of instruments designed specifically to evaluate various programmatic activities related to faculty development, i.e., workshops, on-site visitations, faculty seminars, mainstreaming conference sessions, etc. These are available should new projects starting up find them useful. Moreover, a questionnaire has been developed by Professor Schmelkin which assesses attitudes towards mainstreaming and faculty members' self-perceived level of knowledge about children with handicapping conditions and expressed needs for additional knowledge. These materials can be obtained by writing directly to her.

One member of the Dean's Grant Advisory Committee, who serves as the co-editor for the Family Law Commentator, prepared two short bibliographies of articles which deal with legal aspects of mainstreaming from 1976 through the present. These may also be requested through the Dean's Grant Project Resource Center.

C. W. Post Center of Long Island University

1) Implications of P.L. 94-142, Discussion Paper #1: "Creating Least Restrictive Environments;" 2) implications of P.L. 94-142, Discussion Paper #2, "P.L. 94-142 and the Individualized Educational Program;" 3) P.L. 94-142: The Six Principles and Suggested Competencies; 4) Project TEAM Newsletter; 5) Mainstreaming Survey: An Examination of the Needs of Regular and Special Education Teachers; 6) Project TEAM Bibliography; 7) Project TEAM Audio-Visual Bibliography; 8) Guidelines for the Classroom Teacher: Integrating the Visual and Hearing Impaired Student in the Regular Classroom.

College of St. Rose

We hope to develop two "monographs" -- one by practitioners and the other by faculty participants from St. Rose.
The products that are envisioned include revised syllabi, course outlines, and an attitudinal scale. The measures which can be shared are germane to small or medium-sized colleges. They include consultation on the budgeting, planning, and mechanics of inservice programs for faculty members.

State University of New York - Albany

1) Pre-and Post-evaluation of University undergraduate students and faculty members on attitudes toward children with handicapping conditions and knowledge of the law; 2) a booklet under development will identify relevant issues in the needs of children in mainstreaming situations and schools' options in addressing each issue.

State University College - Fredonia

1) Dean's Grant Newsletter: a monthly publication featuring special education topics relevant to regular educators; 2) bibliographies of special education materials that are of general interest to regular educators.

NORTH CAROLINA

Appalachian State University

The project proposes extensive change and dissemination. Anticipated change will be brought by the eventual installation of the project into the on-site teacher-preparation curriculum. Further change will be brought about as the products of the project are field-tested externally at other public and privately funded IHEs in North Carolina. The thrust of the dissemination effort will focus on university and state organizations governing teacher education.

Livingstone College

A tape-slide presentation, "Strengthening a Dean's Grant Project through an Interdisciplinary Approach," will be available February 1982.

North Carolina State University

1) Evaluation instruments; 2) bibliography of materials available in the Special Resources Library of the School of Education; 3) transparency set on P.L. 94-142; 4) purchased audio-visual materials; 5) modules: law and characteristics; 6) instructional units on behavior management, adapting industrial arts labs, task analysis, and individualizing grading.

Western Carolina University

Mainstreaming Alternatives - transparency and script; "Different From You and Like You Too" - slide-tape presentation which is being reviewed for publication.

NORTH DAKOTA

North Dakota State University

Currently, the following materials are available for distribution: 1) an attitude survey for assessing attitudes toward handicapped persons and mainstreaming; 2) a list of mainstreaming topic areas to be included in a secondary teacher-education program; 3) a final report of the study to validate the mainstreaming topics; 4) guidelines for faculty mini-grant proposals.

University of North Dakota

The following three curriculum projects have been completed: Sherry Digby and Ruth Gallant -- Building Positive Attitudes Toward Persons with Exceptionalities; Lowell Thompson -- Mainstreaming and Social Studies; Beverly Brekke and Bob Hollenbeck -- Math for Learners with Differing Needs.
Further information about these projects is available from the authors.

OHIO

Bowling Green State University

Faculty Training Materials - descriptions of exploratory and generative activities used in conjunction with seminars, independent study, and field investigations (e.g., simulations, field study guidelines and formats for recording observations, format for developing faculty participant IEPs); Competency Matrix - list of 12 competency areas and subcompetencies within each area showing specific courses addressing each competency and tentative objectives and activities to be included in each designated course; Annotated Bibliographies - brief reviews of print and non-print resource materials organized by topics - Characteristics of Exceptional Youth, IEP, Role and Function of the Regular Teacher, Accommodations for Handicapped Students, and Support Systems; Monograph - mainstreaming at the secondary level (in press; available 1982).

Cleveland State University

1) A module, "Readings in the Sociological Foundations Area" (used in the Sociological Foun-ations CORE course); 2) a set of competencies and accompanying questionnaire on Mainstreaming Competencies for Special Educators (used to modify the special education program); 3) a 45-minute 3/4-inch color cassette videotape, "SAVE A PLACE FOR ME": Five Schools that are Making Mainstreaming Work" (used as an initial presentation in introductory courses; may also be used for inservice educators), with accompanying Discussion Guide; 4) a science handbook, "Mainstreaming Science Students in Elementary and Secondary Schools" and the accompanying "Selected Readings for Science Mainstreaming" (used by science methods faculty); 5) "Evaluation Instruments Package," including an overview of the evaluation design, a faculty development interview form, a content validation questionnaire, and curriculum revision instruments (including a student attitude instrument and a student teacher exit questionnaire).

Ohio State University

1) Listing of resource personnel from outside agencies, on-campus services, off-campus services and school personnel; 2) college modules for use by university instructors - Unit I. Awareness of Handicapping Conditions - Unit II. Knowledge of Terminology, Classification and Criteria for Receiving Special Education Services - Unit III. Knowledge of the Identification, Evaluation, Placement Procedures - Unit IV. Knowledge of the Individualized Educational Program Process - Unit V. Knowledge of the Needs of Handicapped Students in Regular Classrooms and Instructional Alternatives; 3) Assessment instruments for instruction, student teachers, and cooperating teachers.

University of Toledo

Currently available: 1) annotated bibliography of mainstreaming curriculum materials; 2) the following CBTE modules into which mainstreaming concepts are fully integrated - learning, development, use of instructional media, multicultural education, instructional methods at elementary and secondary levels.
Available in 1982-1983: 1) mainstreaming in content area packets; 2) monograph describing the "mainstreaming" of UT professional education programs.

OKLAHOMA

Oklahoma State University

1) Each participating regular education department has developed a "philosophic profile" that describes the departmental posture toward the education of handicapped children and youth; 2) a "philosophic profile" for the College of Education as a whole is being compiled; 3) each participating department has identified and begun at least one research activity related to the education of handicapped pupils;

Oklahoma State University, cont.

4) a course sequence on handicapped children and youth for regular teachers in pre-service training has been developed; 5) Opening Many Doors, a monograph containing mainstreaming colloquia presentations has been completed and distributed - vol. II is in the planning stage; 6) options available to all students majoring in education regarding course offerings pertaining to the education of handicapped pupils have been expanded; 7) videotapes on mainstreaming at the elementary and secondary levels and conversations with exceptional adults are available for viewing.

OREGON

Portland State University

1) Suggestions for course infusion in preparing regular educators to meet the needs of handicapped students; 2) evaluation instruments for assessing student teachers and graduates in the field (i.e., teachers, counselors, administrators); 3) inservice training plans for faculty development; 4) action plans for curricular change developed by various teacher-education units in the university;

5) results of 1979 Far West and South Region Deans' Grants Conferences regarding proposed changes in teacher education; 6) faculty assessment instruments for determining needs; 7) development of Major Content Areas (i.e., clusters) that serve as the basic framework for determination of concept infusion into all teacher education courses; 8) model outlines of content infusion per program (i.e., media, counseling); 9) sample course modules (i.e., counseling).

Southern Oregon State College

Products developed during 1980-81 grant year include: a) A list of competencies and criteria for the teacher education program; b) analysis matrix for teacher education program; c) cross referenced by subject area bibliography of print and non-print materials; d) copies of AIDE (newsletter for the Dean's Grant); e) faculty survey form; f) evaluation plan for changes in the teacher education program; g) revised teacher education elementary and secondary education pre-service programs.
Products to be completed in 1981-82 include materials on adaptive P.E., art instruction for the handicapped, helping the handicapped reader at the secondary level, microcomputers and mainstreaming, and preparing the mainstream for mainstreaming ("affective education").

University of Oregon

The project has maintained a strong evaluation component. Major products relate to evaluation documentation of each component with emphasis on program and curriculum development.

Western Oregon State College

Products developed and available from the project include: a) computer print-out of teacher training materials collection; b) list of competencies for the classroom teacher; c) "Discrepancy Evaluation Model Design to Level III;" d) bibliographies regarding handicapped persons in the areas of creative arts, child growth and development, physical education/health and athletics, mathematics/science, bibliotherapy (also, "List of Children's Books about the Handicapped"); e) elementary assessment form for student teaching; f) simulation activities about learning disabilities; g) faculty survey of self-perceived knowledge needs.

PUERTO RICO

Catholic University of Puerto Rico

We are producing materials and/or modules in Spanish for each of the Ten Generic Competencies of the Project TEACH. Materials, units, or modules will be ready for the second semester of Year II.

University of Puerto Rico - Rio Piedras

1) Description of the program; 2) Public Law 94-142; 3) State Plan of Puerto Rico; 4) lectures; 5) program monthly bulletin.

SOUTH CAROLINA

Furman University

Learning activity packets for secondary methods students (May 1982); paper on the treatment of the handicapped through children's literature (December 1980); programmatic competencies; foundation syllabus; paper on storytelling techniques for use with elementary children.

SOUTH DAKOTA

Augustana College

Modules are being developed in each subject area and will be available by late Spring 1982.

University of South Dakota

1) Pre-post tests used to assess faculty concerns, attitudes, and knowledge in the areas of a) handicapped and the law, b) curriculum development, and c) instruction of the handicapped in regular classrooms; 2) a collection of position papers written by USD faculty, including such topics as: mainstreaming handicapped students in secondary schools; working with parents in a mainstreaming situation; and giftedness, handicaps, and learning style.

TEXAS

Lamar University

The materials and resources developed by the project will be made available to interested Dean's Grant institutions.

North Texas State University

The project has developed instructional resource packets that are designed to facilitate a series of predetermined special education objectives which have been mandated by the Texas Education Agency. In addition to basic information related to a given objective, media and reference materials have been identified and made available to faculty members, plus making availble numerous copies in the University Library reserve section and College Learning Resource Center for student use.
A videotape has been developed; it illustrates the total process of referral and placement of a child into a special program.
Beginning with this new funding cycle, the project will explore more effective and efficient delivery systems which will include the development of faculty and student handbooks and specified media presentations.
The project, since its inception, has employed several evaluation procedures: a) faculty feedback information through a checklist; b) Concerns Instrument relative to the handicapped data for all students entering the existing teacher-education program, c) private faculty interviews, and d) feedback from the various area of specialization advisory committees.

Texas Agricultural and Mechanical University

The "Behavior Management Manual" is available upon request from our project office.

UTAH

Utah State University

Materials on IEP development and monitoring have been developed and are available for discussion and review by contacting Dr. Daniel Morgan, School of Education, Utah State University. Videotapes aer in development and in field tests and will be announced on completion.

VERMONT

University of Vermont

The modified syllabi and instructional materials developed with the project's assistance must be field tested and are not presently available for distribution. A study of each department in the CESS, "The Integration of Mainstreaming Experience in Course Work and Practica - A Case Study," is in preparation and will be available in May of 1982.

VIRGINIA

Hampton Institute

"Faculty Development: A Route to Mainstreaming" (procedural paper and bibliography by Clarissa D. Banks); videotapes, slides of training sessions (in process).

James Madison University

1) Communication network established among participating institutions of higher education (the newsletter "Sharing" will be mailed upon request); 2) knowledge and experience in managing a consortia-type project; 3) "The Regular Classroom as the Least Restrictive Environment," (booklet with practical guidelines for classroom teachers, available May 1982); 4) "Support Services, Screening and Referrals," Characteristics of Moderately Handicapped Pupils" (modules for initial instruction of pre-service regular teachers; available in May 1982).

Virginia Commonwealth University

Thirteen brief instructional packets, bibliographies, monographs, etc., on elementary education - products of the first funding period project.

Virginia State University

Self-instructional modules were developed for participants in the project.

WASHINGTON

Gonzaga University

Project newsletter; research reviews; bibliography of mainstreaming materials; possible curriculum packets.

WEST VIRGINIA

West Virginia University

The products generated by the project include an Inventory on 94-142 and the Handicapped. Developed by project personnel, it is a 40-item true-false test designed to assess one's knowledge of the law and general characteristics of exceptional learners. A few items are specific to West Virginia Standards and may not be applicable to other states.

A list of 30 competencies were developed for incorporation in the professional education foundation courses. These were developed from Public Law 94-142, Standards for Approval of Teacher Education Programs in West Virginia, West Virginia Standards for Education of Exceptional Students, NCATE Standards and a review of the professional literature.

A forthcoming article, "Modifying Teacher Trainers' Attitudes and Knowledge of Mainstreaming Handicapped Students" is available. It describes the results of the project's first-year intervention in which the Inventory (described above) and Baker's Attitude Survey were the pre- and post-test measures.

WISCONSIN

University of Wisconsin - La Crosse

Products for the project will be developed during the second and third years.

Publications

Leadership Training Institute/Special Education and National Support Systems Project

Distributors*

Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, VA 22091

Birch, J. W. Hearing impaired pupils in the mainstream. (1976)

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Deno, S. L., & Mirkin, P. K. Data-based program modification: A manual. (1977)

Freeman, G. G. Speech and language services and the classroom teacher. (1977)

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Reynolds, M. C. (Ed.). Mainstreaming: Origins and implications. (1976)

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Thiagarajan, S., Semmel, D. S., & Semmel, M. I. Instructional development for training teachers of exceptional children: A sourcebook. (1974)

Weinberg, R. A., & F. H. Wood (Eds.). Observation of pupils and teachers in mainstreaming and special education settings: Alternative strategies. (1975)

National Support Systems Project
350 Elliott Hall
75 East River Road
University of Minnesota
Minneapolis, MN

Bates, P. (Ed.). Mainstreaming: Our current knowledge base. (1981)

Davis, J. (Ed.). Our forgotten children: Hard-of-hearing pupils in the regular classroom. (1977)

Deno, E. N. Educating children with emotional, learning, and behavior problems. (1978)

Reynolds, M. C. (Ed.). Psychology in the schools: Proceedings of the conference on psychology and the process of schooling in the next decade. (1971)

Reynolds, M. C., & Davis, M. C. (Eds.). Exceptional children in regular classrooms. (1971)

Reynolds, M. C. (Ed.). Special education and school system decentralization. (1975)

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Stevens, L. "Mainstreaming training systems, materials, and resources: A working list." (A mimeographed, periodically revised listing of training systems and other "mainstreaming" resources.)

IN PRESS

Jones, R. L. (Ed.). Attitudes and attitude change in special education. Reston, VA: The Council for Exceptional Children.

Ross, M., & Nober, L. (Eds.). Individualized educational programming for hard-of-hearing children. Reston, VA: The Council for Exceptional Children.

IN PREPARATION

Social policy and the special education task for the 1980s: Report of the conference at Wingspread Conference Center. (Spring 1982)

*For price and discount information write to addresses given.

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